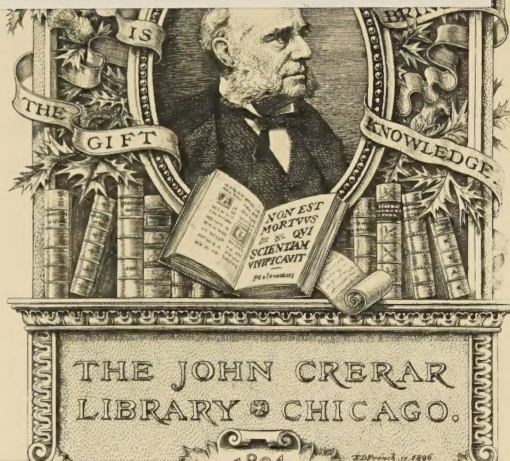




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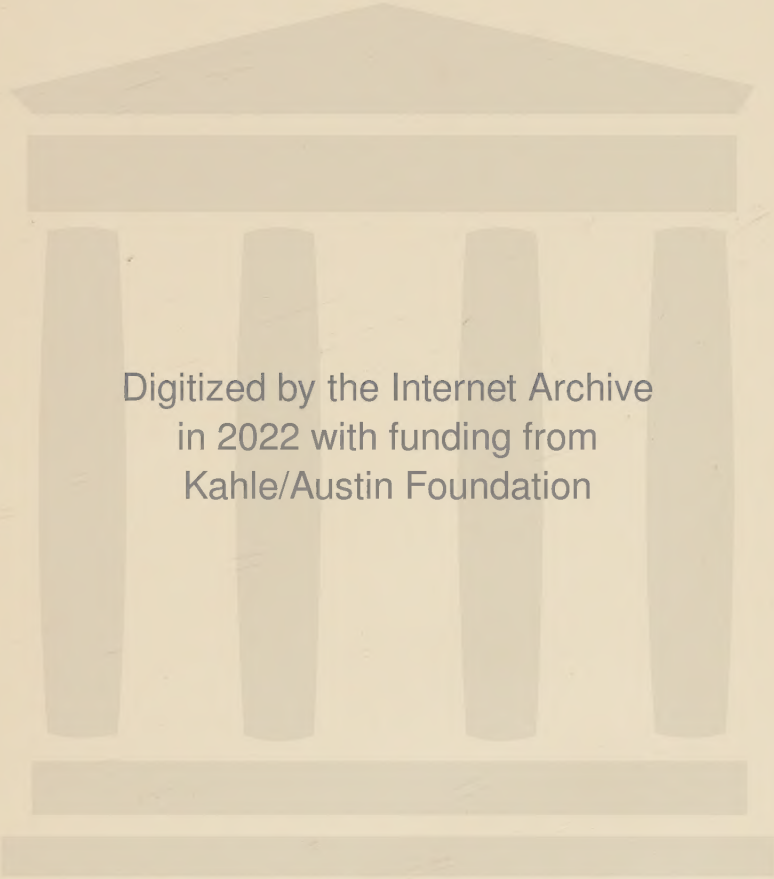
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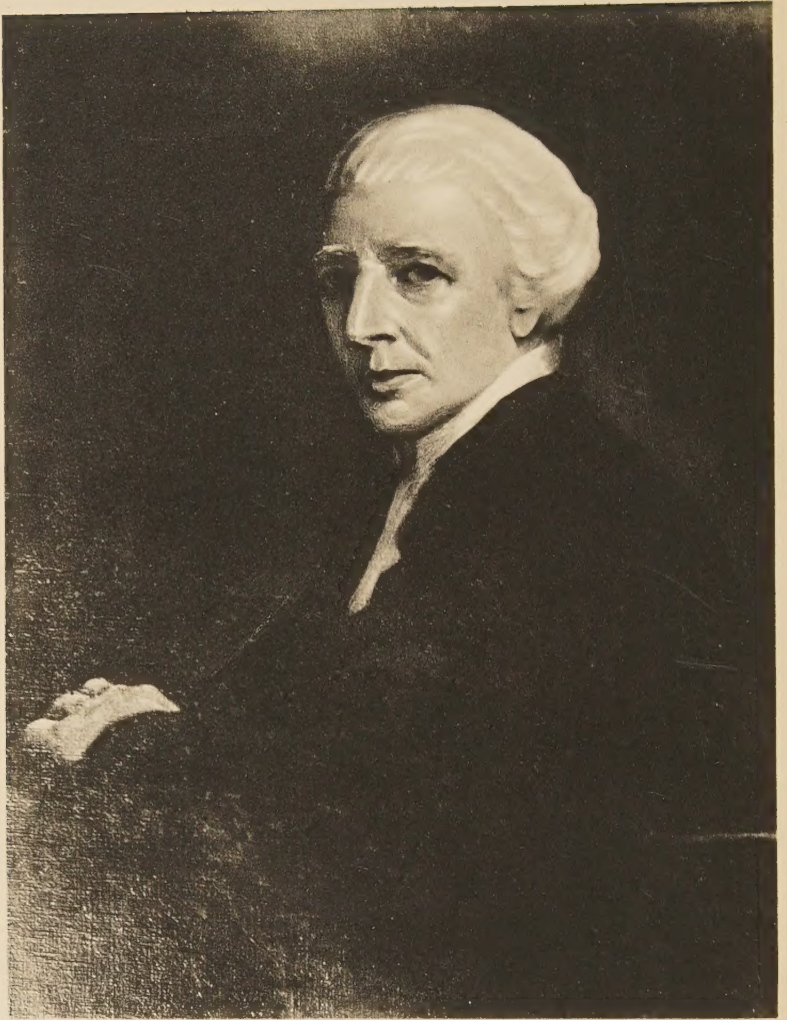
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HISTORY OF RUTGERS COLLEGE

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Jacob Rutsen Hardenbergh
A composite portrait

A HISTORY OF
RUTGERS COLLEGE
1766-1924

BY
WILLIAM H. S. DEMAREST
PRESIDENT OF THE COLLEGE



NEW BRUNSWICK NEW JERSEY
PUBLISHED BY RUTGERS COLLEGE

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PRINTED AT THE PRINCETON UNIVERSITY PRESS

PRINCETON NEW JERSEY

PREFACE

THE one hundred and fiftieth anniversary of Rutgers College in 1916 called new and widespread attention to the origin and record of the college and compelled some diligent search into the available sources of knowledge concerning them. The preparation of an historical address for the celebration exercises involved acquaintance with and assembly of material far beyond the scope of such address. The work was a substantial beginning and encouragement of a written and detailed history appropriate to sesquicentennial time.

It was intended that the preparing of such story of the college should not delay. So large a work remained to be done, however, and the demands of ordinary affairs were so engrossing, that years passed without a resuming of the study. When, now, the time has come to finish the undertaking, the facts of a few years beyond the one hundred and fifty must be added. Much of the story is of the time before 1766, of men and circumstances in the background and beneath the foundation of the college itself. The record of the years that followed gives itself most of all to the men who, each in his day and generation, made the college, gave their life to it. Of the recent years especially a chronicle rather than a history is given, scarce more than a narrating of events.

The work, as it advanced, made plain that an appendix containing documents could be only a partial presenting of such material. The conclusion was clear that another volume should be issued at later opportunity, a documentary history of Rutgers. Such volume can present fully the many documents deserving place, some of which have been quoted in full or in part in the narrative of this volume. Occasion even

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PREFACE

then will yet remain for added publications of specific scope, notably a record of Rutgers in the World War.

A bibliography is added to this volume, however, as complete and specific as possible, in order not only that the sources may be known, all foot notes being omitted, but as well that those who would become more fully familiar with any subject in the narrative may be guided to the body of material which so far transcends the limit of this work.

It is a pleasure to acknowledge great obligation to the many students of the college history who from time to time in all the years past have written papers or made records concerning particular periods or events or men of the college life. In particular very grateful acknowledgment is made of the valuable assistance given in the course of the work by Mr. George A. Osborn, librarian, Mr. Earl R. Silvers, president's assistant, and Mr. William H. Benedict of New Brunswick, and by others who have on occasion aided in the securing and verifying of records and traditions.

W. H. S. DEMAREST

*Rutgers College
January, 1924*

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HISTORY OF RUTGERS COLLEGE

CHAPTER I

NEW NETHERLAND AND NEW BRUNSWICK

RUTGERS COLLEGE was founded as Queen's College by charter from George the Third of Great Britain, France, and Ireland, granted by Governor William Franklin of the Province of New Jersey. The first charter was given November 10, 1766; a second and revised charter was given March 10, 1770. On the second Tuesday of November, 1771, Queen's College began its work with tutor and students at New Brunswick. The name was changed to Rutgers College by act of the Legislature of New Jersey, November 30, 1825.

The college owes its origin to the people of Dutch birth or descent and of the Reformed Church of the Netherlands, settled in the Provinces of New York and New Jersey. It is the child of their fine traditions, their zeal for education, their devotion to the faith, and of the compelling circumstances in their new American life.

Henry Hudson, in 1609 anchoring the Half Moon at the mouth of the river which bears his name and again in the bay into which the Raritan flows and sailing up the Hudson one hundred and fifty miles, was quickly followed by pioneers from Holland, fine Dutch families, eager to occupy the country and make a New Netherland. They came to till the soil in the fertile river valleys and to establish trade with one another and with the old world. They did not come in flight from persecution, seeking freedom of worship, or from poverty at home. They came in the possession as well as spirit of freedom, intelligent, industrious, in general well-to-do, abundantly able in all resources to take up the new enter-

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prise. They began the city of New Amsterdam on Manhattan Island; they settled on Long Island; they established themselves at Fort Orange, now Albany; they received their patents and laid out their farms on each side of the Hudson from Manhattan to Fort Orange, grouping in special strength at Catskill, Kingston, Fishkill, and nearer the mouth of the river. New Jersey was part of the one field of occupation. At Bergen, opposite Manhattan, in the valley of the Hackensack, the valley of the Passaic, and the valley of the Raritan, Dutch settlers made their homes and started their community life. By 1664, when England took New Netherland and the names, New York and New Jersey, came in, the people from the Netherlands were to be found in much of this territory, perhaps ten thousand of them; by 1720, two centuries ago, they were well established in all of it, though the coming of the Dutch virtually ceased at the English conquest.

The tradition brought from the old country was strong and fine. The Netherlands in the days of the Reformation and after had developed all best things in national life. They were leaders in commerce, in art, in statesmanship, in education, in theology. Their contribution to the life of America and the world can hardly be measured or overstated. Their influence on Puritan and Huguenot, tarrying in Holland before embarking for the new world, as well as their life blood in their own sons, wrought noble things in the foundation and the fabric of our beginning nation. The Dutch early developed a common school system. John of Nassau, elder brother of William the Silent, spoke the spirit that prevailed: "You must urge upon the States General that they should establish free schools where children of quality as well as of poor families for a small sum could be well and Christianly edu-

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cated and brought up. This would be the greatest and most useful work you could ever accomplish for God and Christianity, for the Netherlands themselves." In spite of the troubles which for a long period constantly disturbed the life of the land the education of children was not neglected. Schools were maintained everywhere at the common expense and the churches gave strict instruction in the catechism and the articles of religion. The higher education was splendidly established—in the University of Utrecht and in the University of Leyden, the latter being founded expressly in answer to the wish of the people when the Prince of Orange, for their bravery and sacrifice in defending Leyden for four months in 1574 against the Spaniards, even to starvation itself, proposed reward in either exemption from certain taxes or a university; their choice was a university.

Such was the tradition brought by the pioneers to New Netherland. More than that, it entered into the rules of the West India Company itself which presided over the Dutch colonizing in America. The company bound itself to maintain schoolmasters as well as good and fit preachers and comforters of the sick. Special charters granted to the patroons for the encouraging of settlement obliged them not only to satisfy the Indians as to lands taken but also to make provision for support of both a schoolmaster and a minister. The established Church of Holland, in authority over church arrangements in the colonies of the West India Company, having committed the charge thereof to its constituent body, the Classis of Amsterdam, that classis not only approved and commissioned ministers for America, but also shared with the company in the establishing of schools and appointing of schoolmasters. Sometimes the schoolmaster conducted religious services until a minister came. Schoolmasters were sent

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to New Amsterdam probably as early as 1626; in that year krank-besoeckers, "comforters of the sick," Sebastian Jansen Krol and Jan Huyck, arrived with Peter Minuit, director general of New Netherland, and they probably taught the children while they did religious work in the absence still of a minister. In April 1633, Wouter Van Twiller arrived as second director general of New Netherland; and in the list of the company's officers appears the name of Adam Roelant-sen, schoolmaster. In 1662, Engelebert Steenhuysen was licensed to be schoolmaster in the town of Bergen. In 1719 or 1720 Jacobus (James) Schureman came as schoolmaster to the Raritan Valley near the present New Brunswick. In the words of Dr. Richard S. Storrs: "Education came with them [the Dutch]; the free schools, in which Holland led the van of the world, being early transplanted to these shores." It was quite inevitable that schools thus widely maintaining, and in general imitating the schools in the homeland, would look in time toward higher institutions such as there crowned the educational system. It is quite appropriate that, in reply to a letter addressed by Rutgers College to the University of Leyden in 1908, the university should reply as it did: "By it you show that you preserve in faithful remembrance the men of our country who founded your college and that they are still regarded by you with such reverence as makes you feel in your hearts that you are joined to us by a very close tie."

The school and the schoolmaster, it will be remembered, were closely associated with the church and the minister. This was generally so in all the American colonies. It was emphatically so in the Dutch settlements. The church in the old world was always the patron of education, sometimes the only custodian of it. When a national education grew up in Holland, it scarcely divorced itself from the strong religious

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life of the people, or the influence of the church. In New Netherland, later New York and New Jersey, not only were the early schools and schoolmasters under the joint official appointment of the West India Company and the Classis of Amsterdam, but the motive of the colonists was insistently religious; the schools were to be nurseries consistent with the faith; education must find its highest function in preparing men for the ministry and must present as its supreme service the preaching of the Word in the pulpits of the church. The first minister in New Amsterdam was Jonas Michaelius who arrived in 1628; he had been preceded two years by the comforters of the sick and, we assume, schoolmasters. The second minister was Everardus Bogardus who came with Van Twiller in 1633 and who in due time married Annetje Jansen, widow of the Jansen whose acres north of Warren Street, known later as the estate of Anneke Jans, became the wealth of Trinity Church; with Bogardus came the first officially known schoolmaster, Adam Roelantsen. Jacobus Schureman, schoolmaster in the Raritan Valley from 1720, came in company with Theodorus Jacobus Frelinghuysen, minister of the parishes in that valley from that year. Johannes Megapolensis at Fort Orange, Johannes Theodorus Polhemus on Long Island, and Guiliam Bertholf at Hackensack were other pioneer ministers who preached the Word, shaped the life and encouraged the education of the early communities. From their devotion to the church and the faith, and that of their successors down through the years, was to come in time the founding of a college which should train men in the higher learning, fit them for all professions and offices in life, and especially provide ministers for the churches within the given territory.

In obligation to such religious parentage Queen's College

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is not different from its fellows in the American colonies or from the colleges and universities of earlier origin in the old world. The universities of the continent of Europe and of Great Britain are chiefly a growth from ecclesiastical soil. In New England Harvard, Yale, and Dartmouth all trace their life to Puritan Congregationalism, and Brown traces to the Baptist Churches; in New York King's, now Columbia, and in Virginia William and Mary were born of the Anglican Episcopal Church; in New Jersey Princeton was founded by Presbyterian faith and devotion. The University of Pennsylvania perhaps least of the nine colonial colleges presents distinct origin of churchly and religious sort.

New Brunswick, where Queen's College was established, was settled by both English and Dutch. By 1664, when the English took New Netherland, settlers from Holland had scarcely entered the Raritan Valley; there were few settlers of any race where the city now stands. In the year of the conquest the whole territory was granted to the Duke of York who in turn granted the part between the Hudson and the Delaware to Lord John Berkeley and Sir George Carteret who called it New Jersey after Carteret's native island. They divided it into East Jersey and West Jersey by line run in 1676 from Little Egg Harbor to the north boundary on the Delaware. East Jersey was Carteret's; West Jersey was Berkeley's. About 1680 Berkeley sold his part which was then divided among many proprietors. In 1682, Carteret having died in 1679, his executors sold his part, the land and the government becoming vested in twelve proprietors, all Quakers, who at once added twelve more of various sects. In 1702 both bodies surrendered their right of government to the crown and New Jersey became a royal province. For a generation the governor of New York was governor of New Jersey.

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In 1735 separation was provided for, New Jersey thenceforth to have its own governor, he being restricted in residence to Amboy and Burlington where the Legislature and the Supreme Court were required to meet alternately.

Under Sir George Carteret, Sir Philip Carteret his cousin, governor, settlements were chiefly by the English at what are now Elizabeth, Newark, Amboy, Woodbridge, Shrewsbury, Middletown—and at Piscataqua near New Brunswick, chiefly by English from Long Island and New England. At about the same time, however, the Dutch were coming into the Raritan Valley above New Brunswick, nearly a half century after the Dutch had located at Bergen and on the Hackensack; Bergen was an outpost of trade as early perhaps as 1616 and the first individual holding of land there was as early as 1630. To the land along the Raritan came Dutch settlers, not so much from the old country direct as from settlements already made on Long Island. There were French Huguenots among them, as there were on the Hackensack, and their names and influence are still there. There were Walloons among them, people of the land yet under Spain, now Belgium, who spoke French and who, with the French and Dutch, were of the Reformed faith. Some German Lutherans also found their way into the valley.

The Indians were of the Algonquin tribe, Lenni Lenape in New Jersey, and locally of the same name as the river, the Raritans. The name, Raritan, is of uncertain origin. It has been traced to words meaning "forked river"; but this is not well borne out either by the course of the river or by study of the word itself. A more acceptable tracing of the name is to words that mean a "destroyed place;" "tan" signifies place or locality, and "rari" might be a corruption of "rutte," signifying ruined, the reference being to a repeated flooding of

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the Indians' land, their wigwams and their maize fields, compelling their abandonment. The name is best understood, perhaps, as a corruption of Eraruwitan, Raruwitan, so Raritan, meaning the stream that overflows. The Raritan Indians held Staten Island opposite the mouth of the river and sold it to Peter Minuit in 1626; their king dwelt there it is said. Later they had trouble with the Dutch, ended by a peace in 1634, renewed in 1640. They also were at warfare with the Minisinks on the Delaware, fighting in the hills between. They were in possession of the valley, quite fully and undisturbed, until well after the middle of the century. Piscataqua, or Piscataway, just east of New Brunswick, is also spoken of as the seat of a Raritan king. About 1664 Indians began to sell land on the mainland and to move from the seaboard and gradually out of the Raritan country itself. Soon only scattered families or individuals remained among the new settlers. The Indians went on to Easton, then on to the Ohio; and the last of the Raritans were lost among the few Delawares in Indian Reservation beyond the Mississippi.

The first deed known, conveying land on the west side of the river in the vicinity of the present New Brunswick, is one given in 1678 by Sir George Carteret to Thomas Lawrence, known earlier in New York as "Thomas the baker." The brook near the city still bears his name; his land was a large area extending up the river to the foot of the present Burnet Street. In 1681 a deed from the Indians, confirmed by Lady Elizabeth Carteret, conveyed to Cornelius Longfield (Cornelis van Langevelt) land extending at northern boundary to where Livingston Avenue now is. In the same year, 1681, land from about this point up the river to about Bound Brook was acquired by John Inian and ten others, it being divided into twelve plots, each about a half mile on the river and

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about two miles deep, the deed being made in June and confirmed in November. John Inian took two of these plots, those at the south, joining the land of Cornelius Longfield and extending a mile up the river, and back toward what is now Middlebush. Upon his land the town was soon to begin and grow. Across the river, George Drake was deeded land where Highland Park and Livingston Manor now are. Just above him, where the residence known as Belle View now stands, was Dr. Henry Greenland, who kept an "ordinary" or inn there. Longfield was the stepson of Lawrence, and the son-in-law of Greenland. Jasper Danckaerts, agent for a proposed Labadist colony further south, on his way southward in 1679 stopped over night with Greenland; and on his way back he stopped over night with Longfield, a "young Dutchman," as he calls him in his Journal, who, he says, lived alone in his house with an Indian. A village was beginning near there, Danckaerts says, on the land of Thomas the baker, opposite "Pesscatteway," that is at the mouth of the present Lawrence Brook. It had no name yet, "but they intended to call it Nassau." As here, so at what was called The Landing, at the upper end of Inian's tract, a grouping of settlers began before there was grouped settlement at New Brunswick itself.

John Inian lived on the river above the present Albany Street. He provided boats for travellers and in 1697 he and his wife received a grant of ferry rights; these rights were to endure during their life and the life of the one surviving; and the yearly rent was five shillings sterling. So the place, while there was yet no town, came to be called Inian's Ferry. Inian had been a merchant in New York and was a man of substance and influence. He not only established the ferry but as well had much to do with the developing of roads from it. He became first sheriff of Somerset County when that county was

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set apart in 1688, adding itself to the only four which had been created in the province, 1682, Bergen, Essex, Middlesex, and Monmouth. He was a member of Governor Hamilton's Council from 1695 to 1698.

Before the name, Inian's Ferry, came into use travellers had spoken of the place simply as The River. Another name, however, had also come to attach with the immediate locality, Prigmore's (Pridmore's) Swamp. John Pridmore apparently was not a land owner; no deeds to him appear; he was probably one of those people, not a few, who in that day occupied land, of which there was so much, and made their living from it without ever securing title to it. He lived, no doubt, above the swamp which in early time was where Dennis Street now is and roundabout, made by the, later so-called, barracks spring brook, running from the spring which was where Spring Alley now is and from which the first supply of water was drawn for city use. He became a man of some repute, for he was an appraiser to make inventory of Greenland's property in 1695 and he was a witness to Inian's will in 1699. Tradition has it that his daughter was later in possession of this bit of land and that the people from across the river were accustomed to drive their cattle to pasture at Ann Pridmore's swamp.

The river-crossing at this point was of great importance from earliest times, serving travel of the Indians and of the people who followed them. The Minisink trail ran from the vicinity of the present Port Jervis to the sea at what is now known as the Navesink Highlands; it crossed the Raritan at a ford which was probably at the foot of the present Hamilton Street, known as Cannon's Point, just east of the present college campus, and passed along what are now Water Street and Burnet Street. Another Indian trail, the story of which is

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not very fully told, ran from the Kills at Elizabeth Town point, or thereabout, to the Falls of the Delaware about where Trenton now is; it crossed the Raritan at the same ford, passed along what is now Water Street and then, turning, along what is now Albany Street. This trail soon became known as the Dutch Trail, being used by the Dutch in passing from their settlements on the North River to their settlements on the South River, the Hudson and the Delaware. At the earliest this was of course only a path for foot-traveller or horseman. It was the natural highway, however, and on the line of it the first road was laid out across the State of New Jersey. In 1675 the Legislature passed regulation for the opening of roads. So this path became known a little later as "the great road," as the King's Highway, now the Lincoln Highway, passing by way of Kingston and Princeton to Trenton. It was also called the upper road in distinction from the lower road, which, not far from the river, turned to the left, now George's Road, passing on to the present village of Cranbury and so to Burlington. With any enlarging of the path into the great road, the crossing of the river remained only a ford until perhaps 1695, the establishing of the ferry about that time by John Inian at the foot of the present Albany Street; and the ferry accommodated only foot traveller and horseman until 1716. By official action, 1714, the road became the dividing line between Middlesex County and Somerset County, the latter county having included until then, by act of 1710, all there was of the settlement at the ford or the ferry, the line then being Lawrence Brook. The growing town was thus, from 1714 to 1850, divided between two counties at its main street. The first college site, therefore, was in Somerset County; the second site was in Middlesex County; and the third and present site was first in Somerset County and then in

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Middlesex County, the act of 1850 changing the boundary line between the counties from Albany Street to the brook known as the Mile Run.

The primitive state of the country, say in 1675, is shown in the Journal of William Edmundson, a missionary of the Friends in England, travelling across the country to Maryland in that year, who writes that he and his companions were "at great loss concerning the way . . . Richard Hartshorn advised to go back to Rarington River, about ten miles back as was supposed, to find a small landing place from New York, from whence there was a small path that led to Delaware Falls. So we rode back, and in some time found the landing-place and a little path; there the two friends commended us to the Lord's guidance and went back." No doubt the landing-place was New Brunswick; and the Delaware Falls, Trenton.

As the eighteenth century advanced, however, the old Indian path, the Dutch Trail, grew into a highway, was becoming a great road indeed of travel and of commerce. James Alexander, father of Lord Stirling, passing that way, wrote: "In 1715 there were but four or five houses between Inian's Ferry and the Delaware River, but now [1730] the country is settled very thick; as they go chiefly on raising of wheat and the making of flour, and as New Brunswick is the nearest landing, it necessarily makes the storehouse for all produce that they send to market; which has drawn a considerable number of people to settle there, insomuch that a lot of ground in New Brunswick is grown to be near so great a price as so much ground in the heart of New York." Travel across the state, bringing produce from Hunterdon, Sussex, Warren, Somerset Counties and even from Pennsylvania, became very heavy; large wagons travelled from the near and far

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points to the river. It was a mile above Inian's Ferry itself, however, that the shipping point largely established itself, at "The Landing," as the place is still known, the head of navigation for the small craft that carried the precious cargoes down to the bay and to New York. In 1735 Coert Van Voorhees had built there his mill which controlled the output of flour. It was perhaps the middle of the century when the toll-gate-keeper at Middlebrook, near Bound Brook, keeping count reported that six hundred vehicles passed in one day, drawn by from one to six horses, on their way to The Landing and New Brunswick. The Whitehall tavern near the ferry was the rendezvous of the traders. In 1748 Raritan Landing was described as being "a market for the most plentiful wheat country for its bigness in America." The path from Inian's Ferry, becoming the great road and the main way of travel north and south, the beginning city became the regular stopping point for the coaches when a regular stage line was established. From 1737 a stage ran twice a week from Trenton to New Brunswick. In 1758 a line connecting Philadelphia and New York was established. The stages left Philadelphia every Tuesday morning, spent that night at Trenton, travelled to New Brunswick Wednesday and spent that night there. The passengers went on the next day by sloop, or they continued by stage to Elizabeth Town and took boat there for New York.

The settlement at Inian's Ferry was, then, growing into a town early in the eighteenth century. The Dutch were very largely occupying the land roundabout and thence coming into the town trade and even the town residence itself. They were soon to so far possess the neighborhood and, indeed, to so far possess the town that it came in after years to be, in common reference, the old Dutch town. Of whatever blood

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the inhabitants were, the town itself soon came to such size and importance that it secured a city charter, one of the very earliest in the new world, two weeks before New York received its charter, and preceded in New Jersey only by Perth Amboy. It had found its new name nearly twenty years before. After the accession of the house of Brunswick to the throne of England, the people, in loyal recognition or perhaps simply in desire for new name, took to themselves, as early as 1714 perhaps, the name of New Brunswick; the first official use of the name was in 1724 and the name, Inian's Ferry, gradually fell into disuse. Until the end of the century the two names, Brunswick and New Brunswick, were used interchangeably; but under the name, New Brunswick, the city charter was received December 30, 1730, Perth Amboy having received its charter August 4, 1718. Just about that time, 1730, tradition has it, the town had a considerable increase of its population through the coming of a group of Dutch families from Albany, New York, who established their homes on the road or street leading to the ferry, and near to it, and from whom the street gained its present name, its earlier name having been French Street. This was, as we have seen, the early important street; earliest streets with it were Burnet Street and Water Street along the river. A little distance from the ferry in early time was the street now called Neilson, then called King Street, north of French or Albany Street, and Queen Street, south. People lived along the river from above the ferry to the present steamboat dock. A description of the town at the middle of the century, is of interest, though inaccurate, especially so in its describing of the churches. Peter Kalm, the Swedish traveller, says in his Travels, October 29, 1748: "By noon we arrived at New Brunswick, a pretty little town in the Province of New Jer-

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sey, in a valley on the west side of the River Raritan. On account of its low situation it could not be seen (coming from Pennsylvania) before you got to the top of the hill which is quite close up to it. The town extends north and south along the River. The German inhabitants have two churches, one of stone and the other of wood. The English Church is of the latter kind. But the Presbyterians were building one of stone. The Town House likewise makes a pretty good appearance. Some of the other houses are built of bricks, but most of them are made wholly of wood or of bricks and wood. The wooden houses are not made of strong timber, but wholly of boards or planks which are within joined by lathes. Such houses as consist of both wood and brick have only the wall toward the street of brick, all the other sides being merely of planks. This peculiar kind of ostentation could easily lead a traveller who passes through the town in haste to believe that most of the houses are built of brick. The houses were covered with shingles. Before each door there was an elevation to which you ascend by some steps from the street. It resembled a small balcony and had some benches on both sides, on which the people sat in the evening, in order to enjoy the fresh air, and to have the pleasure of viewing those who passed by. The town has only one street lengthwise and at its northern extremity there is a street across. Both of these are of considerable length. One of the streets is almost entirely inhabited by Dutchmen, who came hither from Albany, and for that reason they call it Albany Street. These Dutch people only keep company among themselves and seldom or never go amongst the other inhabitants, living as it were separately from them." He adds: "On the road from Trenton to New Brunswick I never saw any place in America, the towns excepted, so well peopled."

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A writer of a dozen years later had a more agreeable view of the city. The Reverend Andrew Burnaby, D.D., in his "Travels through the middle settlements in North America in the years 1759 and 1760," says of Brunswick: "A small city of about a hundred houses situated upon Raritan River, where there are also very neat barracks for 300 men, a church and a presbyterian meeting-house. It is celebrated for the number of its beauties; and, indeed, at this place and Philadelphia, were the handsomest women that I saw in America. At a small distance from the town is a copper mine, belonging to a Mr. French (I was told) a pretty good one." Mr. Burnaby's lot clearly fell in pleasant places as he passed through. If Mr. Kalm, in spite of any unpleasantness, found it a pretty little town and Mr. Burnaby found in it the handsomest women in America, what more could be asked! The copper mine was one of the several borings for copper in this part of the province in the early days. There was one at Rocky Hill and there was one at Bedminster. One at New Brunswick was near the present college campus, the Neilson Campus, near George and Hamilton Streets. A water tunnel for mine uses was made from the Mile Run to a surface brook where the willow trees now are, behind the President's House, this water course running directly across the present Neilson Campus and giving trouble when any new buildings are erected there. The barracks referred to, a building one hundred feet by sixty feet, were built in the time of the French and Indian War west of George Street at Bayard Street, extending northward to Church Street. It was occupied by soldiers of the crown before the Revolutionary War, had varied uses during the war, and afterward was used as a jail. It stood until 1796 when it was burned. John Adams speaks of it in the reference to the city, which he makes in his Diary,

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August 26, 1774: "Saturday, August 27th, went to view the City of Brunswick. There is a Church of England, a Dutch Church and a Presbyterian Church in this town; there is some little trade here; small crafts can come up to the town. We saw a few small sloops. The river is very beautiful. There is a stone building for barracks which is tolerably handsome, it is about the size of the Boston jail. Some of the streets are paved and there are three or four handsome houses. Only about one hundred and fifty families in the town."

Another word, of later date, is even more appreciative of the barracks. The Reverend Manasseh Cutler, LL.D., graduate of Yale, distinguished botanist and traveller, a pioneer in our western land development, gives us his view of the city in 1787: "New Brunswick is a large town, well built, and situated on the West bank of the Raritan river, over which is a ferry of about half a mile and the passengers are landed at the foot of Main Street. Many of the buildings are brick and stone, but the attention of the traveller is principally engaged by a very long brick building, just above the town, two stories high and in a most delightful situation. But so elegant is this building that I conceived it must have been designed for an academy or a college, until I was otherwise informed. There seems to be considerable trade carried on in this town, though the shipping consists of very small craft, and even that was inconsiderable. The Raritan is a beautiful river but the water is very shallow." The thought concerning the barracks was rather singularly borne out in the fact that just about that time, a little later, the college, about to give up its original house, entered into negotiations to secure the barracks for the college use, these negotiations, however, not coming to conclusion, and the building being destroyed soon after.

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Two other impressions of the city as it was in the latter part of the eighteenth century may be recited as of at least local interest. A militia man writing a journal of his traveling in revolutionary time from Philadelphia to Paulus Hook (Jersey City), says: "about four o'clock in the afternoon we arrived at Brunswick a small town disagreeably situated upon the w. side of the Rarinton and surrounded by the adjesent hills in such a manner that it lies undiscovered until one has almost entered the streets which in wet weather are almost impassable and the water collecting in them from the houses and adjesent hills as we experienced thare being this night a severe thundergust attended with a heavy shower of rain which raised the Rarinton river in such a manner that it was with great difficulty that we crost the next mourn the rapidity of the current joined, to the ignorance of the boat men who seem'd a set of the most stupid mortals living drove us a considerable way below the landing where with some difficulty we got our waggon out under a butifull red shelley precipice which excibited a most romantic appearance, there being numbers of butifull cascades chrilling down the craggey rocks occationed by the shower the preceding night after getting our wagon upon the landing we proceeded to Bonomptown where we refreshed ourselves at a moderate rate upon good fare and set off for Amboy where we arrived about four o'clock in the afternoon." The mud, the red shale, the flood in the river, and even the romance of the high river banks have not been wholly unknown to later generations. A very pleasant description occurs in a New Jersey newspaper of March 1, 1785: "The City of New Brunswick is more advantageously situated for an inland trade than any town in New Jersey, it being a thoroughfare between Philadelphia and New York and at the head of the navigation of

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the river Raritan. . . . The stage wagons from both of these cities pass through every day in the year except Sunday, and vessels of considerable burthen afford daily opportunities of transportation to New York. It is remarkable for being a healthy spot and is situated in the heart of a well settled country which affords daily supplies of provisions of all sorts at lower rates than any town in New Jersey. No place can be better situated for storekeepers, mechanics or manufacturers as tradesmen of all kinds may find constant employment or send or carry their manufactories either to New York or Philadelphia at very little expense." And, since this description makes the city so much a place of trade, a single word at least may be added as to its social life, James Grant Wilson's word: "At that period [1788] no place in New Jersey could boast of a more distinguished society." Social occasions and the entertaining of the leaders in national life and affairs were characteristic of it.

In the making of the town, so forward in all the life of the time, the Dutch played their large part, as we have seen, from the start of the century. They were the first to be in sufficient strength for the founding of a church. At the end of the seventeenth century Guiliam Bertholf, minister of the Dutch Reformed Church of Hackensack, and of one at Acquackononck (Passaic), moved by intense missionary fervor, and by the scarceness of ministers for nearly twenty years in the Raritan Valley, left his charge at times and journeyed to and fro in the valley among the recently arrived Dutch, preaching to them, baptizing their children, administering the Lord's Supper, and, as the way might open, organizing churches. To this intrepid and untiring soldier of the cross and herald of the faith, the many splendid churches of his communion on the Raritan owe their

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beginning. In 1699 he organized the church at Raritan now known as Somerville. In 1703 or earlier he organized the church of Three Mile Run, midway between New Brunswick and Six Mile Run, now Franklin Park, the church of the Inian's Ferry Dutchmen; the church stood near what is now Voorhees Station on the east side of the road. So it was generally in the Hudson Valley, that the first churches were back from the river at some mid-point for the farmers rather than on the river where the grouped population was yet small. By the year 1717, probably somewhat earlier, the families were enough to justify division and churches were founded at Inian's Ferry and at Six Mile Run, the Three Mile Run Church giving up its life to them. Six Mile Run was organized in 1710. In 1717 there were seventy-eight members in the church at Inian's Ferry; its building was at the corner of Burnet Street and Dutch Church (Schureman) Street, and it was called the church of the River and Lawrence Brook; a second church was built in 1767 on the site of the present church; and it was made to serve as a stable by British cavalry in the Revolutionary War; the present noble and spacious building was erected in 1811-12.

The Presbyterians were not far behind the Dutch Reformed. With the help of a considerable group at The Landing they were strong enough to start a church—we know no earlier action—in 1726. In that year the Reverend Gilbert Tennent was called to be its minister, son of the Reverend William Tennent who founded the Log College, forerunner of Princeton College and Seminary, and brother of the Reverend William Tennent who, in his brother's house at New Brunswick, sometime 168 Burnet Street, had the remarkable trance which stands foremost perhaps among the apparently authentic instances of such occurrence. The Presbyterian

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building, erected in 1727, stood on Burnet Street below Lyell's Brook; it was, a tablet in the present church recites, "destroyed by the public enemy during the war of the Revolution"; in a skirmish through the streets of the town Captain Adam Huyler with small force was pressed from house to house and finally into the church; he defended it, then took flight; and his pursuers set the church on fire.

The Episcopalians, the third church body mentioned in the various references from the middle of the century, were perhaps as early as the others in missionary service in the neighborhood, but they were considerably later in organizing a church in New Brunswick. There was a missionary at Piscataway as early as 1701 probably; a church was built there in 1722. In 1742-3 an effort of the people of "Piscataqua" and New Brunswick for a church in the city became effective; the minister at Amboy reported in 1744 that "zeal for God's worship among the inhabitants had stirred them up to the building of a church in New Brunswick"; he describes it as a "handsome wooden Chapel." It stood where the present building was erected in 1852. When the time came for the starting of Queen's College in New Brunswick, the college found favor, encouragement, and strength in the religious life and the representative men of each of these three communions, the Dutch Reformed, the Presbyterian, and the Protestant Episcopal.

CHAPTER II

THE AMERICAN MOVEMENT IN THE DUTCH REFORMED CHURCH

INTO the valley of the Raritan, into the life of the Dutch settled everywhere through it, and to the charge of churches by that time organized came the Reverend Theodorus Jacobus Frelinghuysen in 1720. In him lay the promise of the church and of its institutions. He was destined to play a singularly far-reaching part not only in the life of the Dutch Reformed on the Raritan but in the life of that church wherever found in New Jersey and New York and in the general religious life of his time. In him, his spirit, his new-world ideals, is found the birth of the movement that was in time to bring forth a college and a theological seminary for an American church. He was a hundred percent American for his time and was a path-finder for a Reformed Church of the Netherlands passing on into a Reformed Church in America. Frelinghuysen was a native of Lingen, East Friesland, near the border of Germany and Holland, where his father was pastor. His brother also was a minister. He was only just ordained and settled in the ministry when, at the age of twenty-seven, he received a call to work in the new world. The Classis of Amsterdam records, June 5, 1718, a call of the church of Raritan upon him, "formerly minister at Lochimer, Voorwerk, in East Friesland, and then Co-Rector at Enckhuysen," a call which was accepted and approved. It appears that the church of Raritan had asked the Classis of Amsterdam for a minister and that the classis had been in search of a man. Frelinghuysen, journeying to Embden, it

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is said, to become rector of the academy there, stopped over night on his way with an elder of the church. In family worship at night the visitor so singularly commended himself in prayer and in comment on the Word, that the elder hastened the next morning to his pastor, the Reverend Sicco Tjady, exclaiming that he had found the man for America. The classis and Frelinghuysen proved of the same mind. He arrived in New York probably in December, 1719; he preached in that city in January, 1720. He became minister at once not only of the church at Raritan, now Somerville, but also of the church at Six Mile Run and of the church at New Brunswick. He made his home at Three Mile Run, three miles or less west of New Brunswick; and there he was buried when his work was over, nearly thirty years later. He brought with him the voorleser, singing master, and schoolmaster, Jacobus Schureman, and they married sisters, the daughters of Albert Terhune, of Long Island. His parish was all the congregations, all the Dutch settlers, in the valley, three hundred square miles, where now are scores of churches, perhaps hundreds of them, of all denominations. He was vigorous, courageous, talented, devoted. He pressed the truth of the gospel without fear or favor, demanded a vital Christian experience in officers and members of the church and exalted the work of the Holy Spirit in regenerating and sanctifying men and making them fit partakers of the Supper of the Lord. So outspoken was he, so uncompromising in his words, compelled it seemed to him by the formal and superficial sort of religion that had come to prevail among confessors of the faith, that bitter controversy and opposition rose in the church at Raritan, causing him grave discomfort and even a secession from the church. But he never yielded place and served through ill report and

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good report to the end. It can be readily understood that such a man and such preaching would be a ministry far beyond set parishes. He was in the foremost group of the evangelical movement of his time, an associate of Jonathan Edwards and George Whitefield and the Tennents in the Great Awakening near the middle of the century. There were stirring times in the religious life of New Brunswick just then. Whitefield preached there in November 1739 and came back April 26 and 27, 1740; his Journal says: "Sunday at Brunswick. Preached morning and evening to near 7 or 8000 people; and God's power was so much amongst us in the Afternoon sermon that had I proceeded, the Cries and Groans of the Congregation I believe would have drowned my voice. One woman was struck down and a general cry went through the Assembly." He speaks of finding Frelinghuysen there, of his power and influence, of the great results seen in the life of the people. Gilbert Tennent, writing in 1744 to a Mr. Prince, college man and historian in Boston, tells the remarkable work of Frelinghuysen in converting men and establishing Christian life, and owns his own debt to him. Through generations succeeding until now the community life of the Raritan Valley parishes has shown the beneficent results of his labors.

It was an American life in the making. The Dutch language must disappear. The dependence of the church in the new world on church bodies in the old world must come to an end. Institutions for the education of a ministry must arise near at home to take the place of universities across the sea. Higher education for all professions and offices in life must be offered in due time to all the people. Perhaps the rank and file of the people were not very thoughtful or ambitious along these lines, but rather contented with a quiet,

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and comfortable possession of the necessities of life. Someone, Senator John Rutherford, wrote almost a century and a half ago: "All the most valuable lands in America are possest by the low Dutch;. . . while the low Dutch are a quiet, frugal people, possess considerable Property, are afraid to run in Debt, without being fond of Law or Offices of Government." It fell to the ministers, among the Dutch as well as among the English and the Scotch, to be forward in the intellectual and religious movement—and only less in the civic movement—which was to give birth to a nation. Frelinghuysen was among the first to recognize the movement right for the times and he was not without the courage of his convictions or without zeal for the work.

The time was one of real emergency for the church, a crisis long drawn out, wherein the fortunes of the church were plainly bound up with the founding of a college. The question rising and growing insistent was primarily that of independence from the church in the Netherlands. The great issue at the heart of that question was the ordination of ministers, the supply of a ministry to the parishes, and, with that, the founding of a college that would train in the higher learning and of a school of theology that would prepare for ordination here in the provinces. The population was large, it was increasing and it was spreading out. The people were well grounded in the confession and the forms of religion. They naturally ought to form their congregations and establish their services. Those in general church authority were responsible for the sending of ministers who would organize the churches, enter upon the parish work, and preach the word lest religion die out, lest the church shorten its boundaries and be shorn of its strength. The responsibility was not being fulfilled. The ministers were

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few and far between and each one had far too wide a territory to serve. Large groups of the colonists and a large number of the churches in New Jersey and in New York were without stated ministrations. The ministers came from across the sea, from Holland and its universities. Supply from that far source could not at all measure up to the need. Few men offered themselves or were sent. It was a far journey, a long and expensive task, for a young man from the provinces to go to the mother country for his college education, or for his theological education if he had pursued earlier studies at Yale or elsewhere. If he had been taught his classics and his theology in the study of a minister here, as was somewhat the custom a little later at least, it was still a long and expensive journey to go to Holland for ordination, and it seemed a foolish burden to impose. At best it was slow and tedious work, to carry on communication with the classis there as to appointments and activities here; the loss of time was grievous loss of power. So it was, however, through that first half of the eighteenth century and longer. In 1696 there were nine ministers in America for the Dutch Reformed people; in 1740 there were twenty; in 1771 when the college was beginning its work there were forty-one, and the organized churches had increased to one hundred. No wonder the church did not grow and strengthen more; the wonder is that it held and prospered so well in spite of it all. Nor, on the other hand, is it to be wondered at that many leaders of the church in this country, many fine and devoted ministers in New Jersey and New York, desired no change and resisted it when proposed. This was the very evidence of their devotion to learning and to the faith and to the church as they understood the bulwarks thereof. The old Dutch high esteem for learning and for a learned ministry and for sound-

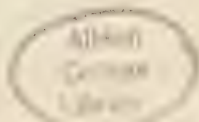
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ness in the faith dictated reliance still upon the tried and trusted source of authority. The riches of learning, the truths of a sound theology, the church commission for gospel service—where could these be so well secured as at the fountain head in Holland? Why surrender this acknowledged primacy for the less and uncertain values of training and ordination here? With some, perhaps most, of the opponents of the American movement, however, the spirit was such, no doubt, as would be today summed up as simply conservatism, unwillingness to make change, a support of what always had been.

Frelinghuysen and others with him did not see the matter in this light. They were wiser, they saw more clearly the necessity laid upon them in the conditions of their day, they had some fine vision of things beyond their time. The feeling and conviction which they had came to formal action in 1737 when they brought about a meeting of ministers and elders to confer about the situation and to take any action which might seem possible and right. It was held at New York and it was attended by seven ministers; Frelinghuysen was not there but he was at the meeting the next year. They prepared and set forth a plan of concerted and advanced activity but did not propose independence from Amsterdam, indeed proposed for themselves but little ecclesiastical power and this to be exercised subject to the foreign classis. The intention was especially to promote a better intercourse and exchange of advice between the classis and the churches in America. Some slight powers they might venture to exercise but surely subject to review by Amsterdam. It was not a very adequate plan; it proved to have little efficiency; it never satisfied the more intelligent and progressive men. They wished a classis here, independent of the one abroad, en-

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dowed with power to examine and ordain ministers. They would continue to press for this; indeed, it appears that in a very few instances a few of them took to themselves authority to ordain and from beneath their hands, without leave of authority abroad, sent men into the field which so urgently called for laborers. It was in 1747, at another meeting, that a more formal organization was made, one still lacking, however, the strength and independent power which were needed and which must come in due time. A body was formed called the Coetus. It was to be composed of all the ministers and of representative elders. It acted with the consent of the Classis of Amsterdam. It held power to ordain in special instances by special favor, usual ordination still to be held in Holland. It was not final in acts of discipline. The progressives, having gained this much, naturally were not yet satisfied but still looked forward to full independence, and they increasingly exercised powers not fully granted to the Coetus. On the other hand, ministers in favor of continued foreign authority, strongly averse to an American classis, formed themselves into a body opposed to the Coetus, called the Conferentie. It was an unhappy division which in this quite formal fashion endured for more than twenty years. The American party had more to overcome perhaps in their brethren at home than in those abroad; with a united desire and request here, Amsterdam would perhaps have cordially approved American church independence with little delay. The controversy between Coetus and Conferentie centered largely on the question of an institution of higher learning and especially a professorship of theology or divinity here. Our tracing of that controversy is our near approach to the founding of Queen's College; it passes, indeed,



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beyond the securing of the college charter ; it ends only when the college has actually begun its work.

Theodorus Jacobus Frelinghuysen died just as the formal Coetus began, in the year 1747 or 1748, at the age of fifty-six or fifty-seven. He was buried near his home at Three Mile Run in a little graveyard which still remains, now known as Elm Ridge Cemetery, the exact spot of the grave being not surely known but said to have been just west of a tree whose decayed stump was still to be seen not many years ago ; and in recent years a substantial monument in his memory was placed there. He passed away, having been privileged to see the promised land of American church independence and of an American college but not permitted to enter into it. His gift to the great movement was more than any achievement during his own life ; it was even more in his family, in the sons that carried on his work and the grandson who began the work of the college itself, and as well in others descended from him who have signally served the church and the college and the nation, each in his own day and generation. The story of his immediate family is a sad one if sadness is in shortness of life, far from sad in the reckoning of faith. He had two daughters and five sons. One daughter married the Reverend Thomas Romeyn, the other married the Reverend William Jackson. The five sons all came to maturity and all studied for the ministry ; three of them died in one year, one of them just settled in his first charge, the other two on ship-board returning from their ordination in Holland. One of the surviving sons was the Reverend Theodorus (Theodore) Frelinghuysen of the church at Albany ; the other was the Reverend John Frelinghuysen who succeeded his father in charge of part of the great combined parish in New Jersey which his father had served. With these two men especially

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reposed the cause of the long-talked-of college for the next ten or twelve years, the one forwarding it by aggressive support and by sacrifice of all things even unto life itself, the other by himself carrying on work which was the forecast and close forerunner of the work which the organized college would soon undertake.

Meantime, however, new elements were entering into the problem through the founding of the College of New Jersey, as it was then called, at Princeton, the founding of King's, soon to become Columbia, and even the founding of the University of Pennsylvania at Philadelphia. Harvard, William and Mary, and Yale had been founded long before, and Yale was quite well known to the people of the Dutch blood in New York and New Jersey. Princeton, however, was in the close neighborhood, and the people founding the college there were in most friendly relations and in especial religious sympathy, the Scotch and the Scotch-Irish of the Presbyterian Church being much the same as the Dutch Reformed in church order and church confessions. So closely mingled were the populations in this part of New Jersey that it was very easy to think of New Brunswick, then surely known as a Dutch town, as the possible site for the Presbyterian college. Princeton secured its first charter, of which no copy exists, in 1746, and its second charter in 1748, but its location was not finally fixed until 1752. Started at Elizabeth Town under the Reverend Jonathan Dickinson, moved to Newark after his death and briefly presided over there by the Reverend Aaron Burr, the college still sought more advantageous location.

The trustees directed that the second public Commencement be held at New Brunswick, a majority of them favoring location of the college there, although Governor Belcher fa-

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vored Princeton, and believing that a Commencement there would help their cause. In 1750, September 26, they voted that a proposal be made to the towns of Brunswick and Princeton, that each try what sum of money it could raise for the building of the college, enabling the trustees to judge between them and make best choice. In 1751, May 15, they decided that New Brunswick be the place, provided that the inhabitants secure one thousand pounds proclamation money, ten acres of land contiguous to the college, and two hundred acres of woodland, the furthest part not more than three miles from the town; they also appointed a committee to examine the situation there and as well an offer made by Princeton. In the same year, September 25, they decided no confirming of the choice of New Brunswick was possible, some particular action on the part of that place still delaying. In 1752, September 27, they voted that, the people of New Brunswick not having complied with the terms proposed to them by the time appointed, they were free from any obligation to fix the college there; and they chose Princeton, subject to similar conditions. In 1753, January 24, they made record that Princeton will have complied with the conditions when Mr. Randolph shall have given deed to certain land; they felt that the matter was concluded; and they began arrangements for the erection of a college building at Princeton. In 1756 President Burr and seventy students moved to Princeton to occupy the building given the name of Nassau Hall by Governor Belcher. Dutch Church interest and support were well in mind; the Reverend John Frelinghuysen of Raritan was chosen a trustee in 1750, and the Reverend John Leydt of New Brunswick in 1760.

On the other side of New Brunswick, in New York City, King's College received its charter in 1754. It too was in the



Old Parsonage at Raritan



Old Church at North Branch



*Old Van Harlingen House
at Millstone*



*Old College at New Brunswick,
1789*

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neighborhood of the Dutch, in the centre of their greatest population. Its people, the English, were in generally cordial relations with the Dutch; their church, the Protestant Episcopal, while more removed in order and confession from the Dutch Reformed than the Presbyterian, was not decidedly alien to it. The Dutch did not oppose the founding of King's, in such vigorous spirit at least as the Presbyterians, who, in the person of William Livingston, waged a fierce campaign against it as a sectarian enterprise. More than that, King's made definite overture for Dutch affiliation and cooperation. Its charter was so framed that the minister of the Dutch Reformed Church in New York should always be a member of its Board of Trustees; and it was so framed as to provide for a professorship of theology for that church at the college. In fact an early record, *New York Journal*, February 6, 1755, says: "On Wednesday last the Rev. Mr. Lambertus van Schenkle, Dutch Professor of Divinity in the College of New York, was deposed from his office [for heresy], and the governors of said college have passed a resolve that none but an Episcopalian be for the future promoted to the said professorship." As to which it may be said that there was probably a hasty appointment by the college to establish the Dutch connection, that it was probably without nomination or approval by the Dutch Church, and, beside, that the whole item may be an error.

It is plain what varied angles there now were to the problem with which Theodore Frelinghuysen of Albany and his compatriots wrestled. He had no doubts in his own mind. He would stand for a college all their own and for a professorship of theology all their own. But it was now more than an argument with Amsterdam for an American institution. It must be an argument against being content with King's

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College as sufficiently unsectarian for academic education in spite of the fiery tirades of William Livingston to the contrary; it must be an argument against being content with Princeton as satisfactorily meeting the college need; or, if either King's or Princeton, academic, be accepted, or if both be rejected, it must be an argument against attaching their professorship of divinity with either. The minister at Second River (Belleville), New Jersey, the Reverend G. Haagoort, November 19, 1748, arguing for continued dependence on Amsterdam in letter to that classis includes even Pennsylvania in his views: "Since in Pennsylvania a college has already been erected and one was about to be erected in New York. From there some students could go to Holland to pursue their studies further." The Dutch Reformed Church in New York, now known as the Collegiate Church, during the preliminary struggles of the founders of King's had petitioned these founders that a professor of the church's choosing might be connected with the college, "as the youth intended for the ministry will without that privilege at a vast expense to the parents be obliged to reside several years in Holland, or other foreign Protestant countries." This, however, was the plea of but one church and of that probably at the insistence of the minister, the Reverend Johannes Rit-zema, who continued to the end an arch opposer of a new college, who probably desired the divinity appointment at King's, and who was later proposed for it by Amsterdam. In any case he and his church, the officers of it, soon parted company on this point, they giving their support to a new foundation which would be really their own.

It was Theodore Frelinghuysen who, stirred in soul by the long delay of definite decision and by the vigor of the King's College party, rose to the urgent task and challenged

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the church to action. In 1755, in the cold of midwinter, he started on horseback down the Hudson Valley to rally the ministers and congregations to his cause; here and there he stopped in the parishes of New York and New Jersey, finding no small sympathy and support. On April 17, 1755, three weeks before Ritzema was to appear before the Governor and Council in behalf of the King's College Dutch Church professorship, he sent a letter to ministers and consistories of the churches, reciting the questions pressing upon them and the proposal that the congregations petition the Very Reverend Synod of Holland for an American classis, "as well as an Academy, where our youth, who are devoted to study, may receive instruction," calling a conference or convention at New York on the 27th day of May, 1755, and, "as a friend and brother," asking the ministers, each with an elder, to represent their congregations. The convention was held. Thirteen ministers and eighteen elders were there, seven elders coming from churches at the time without pastors. They came from every part of the church's territory, from the churches on the Hudson from Albany down and in the Rondout and Wallkill Valleys; from churches on Long Island and Staten Island; from churches on the Hackensack, Passaic, and Raritan. New York City was not represented. Among the ministers were Theodore Frelinghuysen, who opened the session with an edifying prayer, John H. Goetschius, John Leydt, who was scribe, Samuel Verbryck, and David Marinus, whose names were to continue well known in the progressing movement; and among the elders was Hendrick Fisher, who was to be the leading elder in the college founding and first president of the Board of Trustees. The minutes of the convention state that as to the proposal of a classis and a seminary—academy or col-

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lege—the opinion and purpose was to put them in operation and to further them. The action calling for a college was unanimous. It was resolved that a delegate be sent to the Synod of Holland to present the case and Frelinghuysen was unanimously chosen to go. A paper was drawn up and signed to provide for the defraying in part of his expenses. He expressed his willingness to serve but stated the difficulty of leaving his congregation. This difficulty was recognized and it was proposed that supplies be provided for his pulpit as far as possible for the time during which he might be gone. He then consented, a committee was appointed to prepare necessary papers, and the session, after thanksgiving, adjourned. The convention met again on the 28th. On the 29th, it met as an extra session of the formal body, the Coetus—Ritzema held it to be unlawful—and as such gave approval to the petition to the Synod of Holland and to the appointment of Frelinghuysen as delegate, every member signing the action. They met again on the 30th and, some items of the delegate's commission being yet incomplete, authority was given to the president and scribe to complete them.

The commission of Theodore Frelinghuysen, then fully prepared as his credential for the synod and as statement of the cause he would present, written in Latin, is before us as the great foundation document of the college that was to be, second only to the charter actually creating it, and preceding the charter by eleven years and more, signed, “in the name and by the authority of the whole Coetus,” by the several ministers. It declares: “Inasmuch as it is expedient for the glory of God, and conducive to the salvation of men, to establish in these recently inhabited ends of the earth *Seminaries of True Philosophy* [*Seminaria Veræ Sophiæ*] as well

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as of sound doctrine, that men may be imbued with the principles of human wisdom, virtue, and unostentatious piety: Therefore, we, pastors and elders of both provinces—*viz.* of New York and New Jersey, in America—being assembled in a Coetus, and having established an alliance among ourselves, do resolve in these present critical times to strive with all our energy, and in the fear of God, to plant a university or seminary for young men destined for study in the learned languages and liberal arts, and who are to be instructed in the philosophical sciences; also that it may be a school of the prophets in which young Levites and Nazarites of God may be prepared to enter upon the sacred ministerial office in the church of God.” It commends the Reverend Theodore Frelinghuysen to the synod that he may explain the matter more fully and be forwarded in his task of securing funds for the institution proposed.

It was a noble pronouncement. It was, in due time, to achieve its end. At the time, however, it fell into abeyance. Frelinghuysen could not, it appeared, get release from his congregation at Albany. He complained to the Classis of Amsterdam, October 22, 1755, that his church would not let him go and asked the classis to order the church to give him permission. Like his father in New Jersey he was of high ideals, strong convictions, and unsparing speech, and, like his father, he was not in favor always with all men. At Albany the actual desire of some was that he should leave the congregation altogether, and in general they may not have been in favor of the cause to which he had given such allegiance; this may explain the fact that he was absent from some meetings of the Coetus prior to that of 1755. Whatever the reason, he did not get away on his mission to Holland for four years, not until 1759. In his inability to get away at once he

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wrote a letter, February 20, 1756, to Amsterdam in which he urged the emergency of the time in the church in America. He told of the organizing of the Presbyterian Church and of the Protestant Episcopal Church and the founding of a college by each, putting them in condition to provide their churches with pastors and teachers. Our Reformed Church, he said, numerous, and first to give the gospel to this region, has neither classis nor synod, "nor any nursery for instructing those who would give themselves to the study of the learned languages, the sciences and arts, and especially Sacred Theology. . . . By far the largest number of the congregations of our Reformed Church, in this Province of New York, and in the neighboring one of New Jersey, have already entered into a Union or an Alliance and Covenant in order. . . . to establish a nursery [Kweekschool] for the promotion of pure learning." He had a lively supporter in the Reverend David Marinus of Acquackononck, whose vigorous remarks in the autumn of 1755, in reply to a writer in the New York Mercury, have been preserved: "But he [the writer in the Mercury] seems to be under a terrible apprehension when this [a classis] is effected, that the Jersey College [Princeton] will be encouraged and ours [King's] at the same time neglected. I hope we will wish the Jersey College well because their aim at grasping after all our churches hath not hitherto been so glaring as that of the High Church College. But if our friend had not been hasty, and had waited but a little while longer he would perhaps have been informed *that we don't choose to have too near a connection with either; but intend, please God, an Academy of our own, for the free education of our youth.*" He doubts not that His Gracious Majesty King George will be pleased to "grant us a charter too, for the education of our youth as well as any

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other religious denomination whatsoever. . . . We have no business with their Colleges; they may erect as many as they please, and must expect to maintain them too, themselves. Let every one provide for his own house." The church of Kingston, their consistory, through their pastor, the Reverend G. W. Mancius, sent directly to Amsterdam a resolution of their own, approving as useful and needful, in the present circumstances, the establishment of an "Academic School as proposed by Rev. Theodore Frelinghuysen," and desiring and requesting that the ministers and elders of the churches be of one mind with him and with them and join hands, not only in making a beginning of the work, but also in bringing it to a desirable conclusion.

Meantime the cause was having its continued, vigorous and even bitter opposition, the Reverend Johannes Ritzema of New York persisting as the leader of it, and the Reverend Anthony Curtenius of Hackensack being closely associated with him. Whatever may have been the interchange of argument, whatever the personal or written communications in this country, the matter so far as of known record is in the minutes of the Classis of Amsterdam; that was the clearing house for the opinions maintained; to it each party presented its side; to each the classis replied; and largely the replies fell in line with the opposition to the independence idea. Such disfavor was no doubt largely based on honest judgment. It possibly was somewhat created by a dislike for a financial campaign in Holland, plainly proposed by the projectors of a separate foundation and apparently compelled by the absence of funds in America. It is, however, somewhat strange to find the foreign authority, always jealous of the special values of which it was steward, favoring, when some American departure was inevitable, an alliance

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with another body rather than a distinct succession in the stewardship, maintaining the same historic idea, the same traditions.

Curtenius had personally written to Amsterdam before the Coetus of 1755, November 5, 1754, arguing against any and every American plan, against using the existing institutions of other church bodies in this country and against the church professorship at King's, as well as against independent foundation. Amsterdam replied that, in the absence of record of any formal proceedings in the matter, it was impossible to express an opinion but that nevertheless the general remark might be made that "such plans, especially those about the establishment of a University, seem to us less chimerical, but yet far distant in the future." Again, just after Frelinghuysen's midwinter campaign down the Hudson, Curtenius wrote, protesting against the movement, criticising Frelinghuysen's methods in presenting the matter, in offering to go to Holland and on to Germany in the college behalf if commissioned, and in securing signatures to his document, and expressing the fear that, if a college and a classis are set up in this country, bad use will be made of them. Three months after the meeting which formally set forth the college purpose and by which Frelinghuysen was actually commissioned, Ritzema and Curtenius united in a letter, September 3, 1755, setting forth at much length and with much force their objections to the proposal. They urge that the academy question is giving rise to much discord in State and Church; that the root of the trouble is Frelinghuysen's own plan of getting the academy by gifts from Holland; that churches which signed for it have become adverse to it though they do not feel free to withdraw their signatures; that the establishing of the college even if a good

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thing in itself would be wrong in view of the strife surrounding it. They describe the worldly estate of the Dutch in America in an interesting and no doubt truthful way, although their solicitude for the pocket-books of Holland as an appeal for Amsterdam's disapproval is not convincing: "We are not poor people here, as is the case with most of the Germans in Pennsylvania, although there, too, some are getting to be well-to-do; but we for the most part are comfortably well-off. Our farmers are mostly owners of their lands and other properties. Only a few are tenants who rent their farms, and the rent they pay is usually but very little compared with tenants in the Netherlands. The taxes, too, are very light. So, in general, is it also with merchants and mechanics. . . . Shall we then trouble the Netherlands, visited as it is with judgments and exhausted by wars, to support the subjects of the King of Great Britain in all their contentions and ambitions? Love for the Fatherland bids us to prevent this as far as we can; especially since it is said by some that by sending students to Holland, or inviting ministers thence to come here, money is evidently sent out of the country to enrich Holland. That is beautiful gratitude for all the favors received by those who owe all that they are to the Fatherland."

When the Classis of Amsterdam replied to the action of May 30, 1755, the college proposal and the commission of delegate, it was not strange that some warmth was shown, kindled by the clever and pungent communication of its two arch critics. The reply, April 5, 1756, after reference to the question of a classis, goes on: "And then in addition to this project, as is always the case when selfish motives and personal ambitions dazzle men, another delusive notion prevailed, namely, the founding of a *University*, in New York.

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It was expected that funds could be raised in Holland for this purpose through a delegation sent to the Synod there.

"Yes, a UNIVERSITY! What queer notions! With no consideration of the treasures necessary for its support; or the place where it should be located; or the plan for its government; or the protection necessary for its welfare; or where Professors for New York could be found. We consider this whole business to be of such a character that we can use our time in no better way than opposing it."

This seemed like a death-blow and was nothing of the kind. For three years thereafter a diplomatic silence reigned; no remarks about the matter crossed the sea, so far as records tell. Frelinghuysen was not quiet on this side the water, however, we may assume; the time of his departure from the earthly service was drawing near. He was to fulfill the commission given him by his brethren and he was to surrender the commission to the ministry he had received from his Lord. He was to play his last tragic part in the great enterprise and, like his father, having seen, not entered, the promised land, to pass the unfinished task to leaders who would triumphantly follow in his train. In 1759 a good chance to sail for Holland unexpectedly appeared at a time when he was absent from Albany in New York. From New York he wrote to his wife a letter, October 5, 1759, of rare personal affection and thoughtfulness, filled with the spirit of his mission and revealing the necessity laid upon him. He says that he can go at once by a fine vessel direct for Amsterdam, a vessel that cannot be taken by the French and under a good captain; that he did not know about it when in Albany, but if he had and had spoken of it he would have been hindered as before; that a better opportunity will not appear; that he has provided well for her and hopes to see her

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again; that he hopes that the seas will restore his health impaired by study and free him from his heaviness of heart since he had opened his mouth to God and not performed it; that he had promised it before God and his church and cannot be an honest man unless he endeavor to perform it; that she had promised him before they were married that she would not be against him in the matter when the time came to execute it. He gave her control over his entire estate and added again and again his word of loving solicitude for her. She was not to see him again. He reached Holland and stayed for nearly two years. Almost nothing is known of his labors and success or failure there. His mission was difficult indeed, as he said it would be in his letter at the start; behind him was a divided church; before him was an opposition natural enough and nourished by the foes at home. He had some success, no doubt; a little later his successor in financial effort in Holland collected, it is said, subscriptions made to him. In the main, however, his effort seems to have failed. In 1761 he started home, and he did not reach his destination. As the vessel approached New York or lay in the harbor, his life journey ended; by what mischance it was is not recorded; the word has come down through the years that he was drowned in the waters of the bay. He was less than forty years of age. His life had ebbed out in the zeal of God's house, in unbounded devotion to the church and the college cause. His spirit would go marching on and the cause for which he died, would not die; the torch but passed to other hands.

At the very time when Theodore Frelinghuysen was bringing the college party into form and bringing forth the fine pronouncement of the academic purpose, his brother, John Frelinghuysen, in other but most important way was busy

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with the same great problem. While his brother was at the front in the organizing effort, he was quietly taking up a work itself in which lay the seed of the college that was to be. He had studied theology and received his license to preach at Amsterdam. He succeeded his father, Theodorus Jacobus Frelinghuysen, in charge of churches in the Raritan Valley. New Brunswick had withdrawn to have a minister of its own. The churches at Raritan, Millstone, and North Branch called him in 1749 at a salary of one hundred and twenty-five pounds current money, at eight shillings an ounce, and a suitable dwelling with thirty acres of ground, each congregation to provide one third of the salary. The building of the church of Raritan stood on the north side of the river near the present Manville, not far from Finner station, built in 1721; it stood, the congregation's place of worship, until burned in the Revolutionary War, Simcoe's raid, October 27, 1779. John Frelinghuysen began his work in 1750. In his brief time a large story was to be written. He made his home in Raritan, now Somerville. While in Holland he had met and married Dinah Van Bergh, only remaining child of Louis Van Bergh, a rich East India merchant, a young woman of rare piety and rare intellectual gifts, a remarkable woman who was to become a great factor in the life of the church and of the college as the years went on even past the end of the century. Her parents, the story runs, opposed her marriage to young Frelinghuysen, desiring for her a different life than he could assure her in the new country, and she yielded; he sailed for home, his vessel was driven back by a storm, and then he won her consent. They proposed to build their own home and they brought the bricks from Holland. Under Mrs. Frelinghuysen's direction the house was built, 1750-51, a large house, substantial, with

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stone foundations and brick walls, with great chimneys and wide fireplaces and large oven, and with its slave quarters. It was finely located; as time went on, venerable trees surrounded it and a long lane of trees and shrubs led to it. The acres about it were later much increased. It served as a parsonage for the ministers of the church until 1799. Through the century succeeding it still stood, finally the oldest house in the community, and it still stands, removed from its old site by descendants of its first owner after 1912, when the railroad which now ran near was about to destroy it.

John Frelinghuysen and his wife built the house large and hospitable that it might be not only their home but as well a school, a school of the prophets. It at once became in truth an academy, a theological seminary. A room was set apart for the work of instruction, and one young man and another came there to be trained for the ministry. Here and there, it will be remembered, such practice maintained, the educating of the candidate in the study of the parish minister; so it was in New England; so it was in New York and New Jersey. In the parsonage of a Dutch church here and there a young man was taught his classics and his divinity that he might, despite the want of college and seminary here, come to ordination either here or in the old country. In the special provision for this at Raritan, in the little group that gathered in the house of Frelinghuysen, it is quite fair to say is the prelude of Queen's College and the Theological Seminary at New Brunswick, as the Log College of the Tennents is spoken of as the prelude to Princeton. There William Jackson was taught, and Rynier Van Nest, and Jacob Rutsen Hardenbergh.

The master of this forerunning work was not to remain long with it. In less than four years, in 1754, at the age of

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twenty-seven John Frelinghuysen died. His death was sudden; it seems almost tragic, like that of his brothers. He left home to attend a meeting of the church body, the Coetus. The minutes of the meeting, September 17, 1754, record: "The Rev. Assembly perceived with pain and regret that the Rev. John Frelinghuysen having come as far as Long Island on his way hither, was there, by a sudden attack, removed from this life. Thus he was deprived of his object and we of his presence and help."

Two brothers had died before him; two brothers died only a little later. Ferdinandus and Jacobus, having studied at the University of Utrecht and having been ordained by the Classis of Amsterdam, were returning in 1753, the one to take charge of the church at Kinderhook, the other to take charge of the churches at Wawarsing, Rochester, and Marbletown, and on shipboard fell victims to the great scourge of those times, the smallpox. Henricus, licensed to preach by the American body in 1753 and from that time supplying the churches of Wawarsing, Rochester, and Marbletown, was finally ordained in 1757, and three weeks after his ordination was struck down by the same disease. With the death of Theodorus in 1759 all the five sons were gone. Only one grandson of Theodorus Jacobus Frelinghuysen there was to perpetuate the name and carry on the college cause, Frederick, son of John, who was to become the first tutor of Queen's College.

CHAPTER III

THE SECURING OF THE COLLEGE CHARTER

JACOB RUTSEN HARDENBERGH, who was to succeed John Frelinghuysen in the family, in the church, and in the college movement, was a student in the parsonage when his preceptor died, having come from his home in the Hudson Valley for his preparation for the ministry. He was descended from a family, ancient and of high rank, which came as early as 1644 from Holland to New Amsterdam. His grandfather, Major Johannes Hardenbergh, made his home at Rosendale near Kingston, and was forward in all public affairs in that part of the country, holding many civil and military offices. He was the principal proprietor of the Great Patent, known also as the Hardenbergh Patent, granted in 1706, no less than 1,500,000 acres, it was computed, in the wide-extending Ulster County of that time. He married Catherine, daughter of Colonel Jacob Rutsen of Rosendale. Their son, Johannes Hardenbergh, maintained the family's influential position, became colonel in the New York militia, member of the Colonial Assembly, field officer with Washington, elder in the church, and an original trustee of Queen's College. He married Maria Du Bois, granddaughter of Louis Du Bois of the New Paltz Patent. Their son was Jacob Rutsen Hardenbergh. He was born at Rosendale, and he was baptized at Kingston, February 22, 1736. He received his early education at Kingston and was but eighteen years old when at Raritan for further study. He was destined to stay there bound by more ties than one, for he married the widow of John Frelinghuysen and was at the same time called to

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the Raritan parish. The months were passing on after the death of the minister and the widow was preparing to leave with her two children, Frederick and Eva, for her old home in Holland. The time of departure drew near. As the very day was at hand Hardenbergh, having indulged his romance, and having, it is said, advised with the officers of the church, plucked up courage and asked her to let the vessel go without her, to remain and to marry him. Quite natural her exclamation, "My child, what are you thinking about!" However, being delayed in taking voyage, she quite soon thought about the same thing, thought as he did; she stayed; they were married in 1756; and the marriage began a family life of fine experience, of great public distinction, and of rare service to church and state and college. Through the many years of their life together and the many years after his death, she was to be known as the Juffrouw Hardenbergh, whose rare intellect, deep piety, keen interest in all noble enterprise and warm friendship made her an influence upon which tradition loves to linger.

Hardenbergh continued his studies, his wife making her home with his father at Rosendale. In 1757 he was licensed to preach and in 1758 he was ordained by the Coetus, one of the few men of the Dutch Reformed Church up to that time receiving ordination in America, and accepted a call to the church of Raritan, the churches of Raritan, Readington, Bedminster, Harlingen, and Neshanic being associated under his charge; and he returned to the familiar house, built seven years before. Occasionally as the years went on and Hardenbergh became a champion of his party in religious and civic affairs his lack of the formal training of a university was charged against him, used, if possible, to impair his influence; but formal college honor was not long in

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coming to declare his attainments and his merits. The College of New Jersey, Princeton, gave him the degree of Master of Arts in 1770 and the degree of Doctor of Divinity in 1771; and, near the end of his life, in 1789, Columbia, formerly King's, also recognized him by giving him its divinity degree, S.T.D. He was hardly twenty-two years of age when he entered upon his parish, but it was plain at once that he would be a leader of men. In that time of doctrinal controversy he was soon at the front in the evangelical party; in the continuing dispute as to ecclesiastical authority he was soon at the front in the party for independence. In the church at large, when he was thirty-five or forty years of age, no man surpassed him in influence save perhaps Dr. John Henry Livingston. Four times he was president of the General Synod. He was forty years of age when the land was in the throes of the Revolutionary War. He was an American through and through. He indulged no idea that a minister should keep out of politics, civic affairs, or military movements. His patriotism knew no bounds. He was called to a seat in the Convention that framed the Constitution of New Jersey; he was for several years a member of the General Assembly and served on important committees; he was a delegate to the Provincial Congress in 1776. The British set a price on his head; several times he had to flee from his home; for months he slept with a musket beside his bed.

Such a man was bound to become a champion of the college idea. He stood in John Frelinghuysen's place, he had felt Theodore Frelinghuysen's influence, he had faced squarely in his own experience the problem of ministerial education, he had received his ordination in this land, he was no slave to old world bonds. He was eager, brave, devoted. Active no doubt in discussion and encouragement from the

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beginning, his first conspicuous service so far as known was his standing before the Deputies of the Classis of Amsterdam in 1763. He had gone to Holland to bring back the Juffrouw Van Bergh, his wife's mother, her father having died. He had also gone to voice before the Classis of Amsterdam once more, as it had been voiced in 1759-60, face to face, the call for a classis, and for a college if occasion arose, in the new land; and the answer was no kindlier than before. In the Acts of the Deputies, July 18, 1763, is the record: "The Deputies also report that there appeared before them, Rev. Jacob Rutsen Hardenbergh, minister at Old Raritan, in New Netherland. He was furnished with full authority from those ministers who yet call themselves the Coetus. His papers were signed by John Leidt and Samuel Verbryck, ministers at New Brunswick and Tappan. He, by virtue of his commission, had proposed to them [the Deputies] whether the Classis of Amsterdam could not consent to change the New York Coetus into a Classis, with the power of ordaining to the ministry in that land; and whether it could also advise the Conferentie Assembly to favor the change of the Coetus into a Classis. . . . But the Deputies are of the opinion, *salvo meliori*, that the request can in no respect be granted: 1. Because this subject is already a *res judicata*. The plan of changing the Coetus into a Classis and of erecting an Academy was rejected by the Classis in two emphatic letters, viz. of Dec. 9, 1755, and April 5, 1756; also by the Synod of North Holland, which emphatically confirmed the opinions of the Classis in the year 1756 and 1757. . . . Further the Deputies submit for consideration whether Rev. Hardenbergh ought not to be warned, that he must not undertake to raise money here for the carrying out of the plan of erecting an Academy, for he has already begun to

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gather in the money secured by Rev. Frelinghuysen, lest he come into difficulty here." There was no uncertain sound in this and the last words are with their clearness scarcely polite. It is quietly gratifying, however, to realize that Hardenbergh had been out collecting money already lest the privilege to do it might be refused. Probably the results were not much larger in cash than in official favor and the cause but little enriched.

An interesting aspect of this record is that Hardenbergh's appeal appears in it as simply for a classis and not for a college; the reference to a college appears only in the reply and in rebuke of the financial efforts of the delegate. It is fair to infer that the delegate, while doubtless seeking favor for his possible collections, had it not at all in mind to seek permission for the founding of an institution; that was not for Amsterdam to give; the privilege of doing that if possible lay with the men in America. A glance again at the archives of Amsterdam and the fact appears. The men in America had not been waiting for any foreign authority to allow them to proceed. During the time just past they had come to a definite undertaking of independent action; in fact they had stood forward and asked of the royal authority in this land for a charter for the college long hoped for and prayed for. This earliest actual request would not be known were it not for the words of men hostile to it, men who wrote to Amsterdam finding fault with it.

A name thus comes to the fore to be always held in grateful remembrance, that of the Reverend Samuel Verbruyck, the minister at Tappan. He was one of the men, it will be remembered, who signed the pronouncement of 1755 and the commission of Theodore Frelinghuysen. With John Leydt he signed the commission of Hardenbergh in 1764. He was

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educated and ordained in this country and spent his entire ministry as pastor of the church at Tappan and the neighboring church at New Hempstead (Clarkstown). It is plain that Verbryck was little behind Frelinghuysen in his spirit; it is more than likely that he was a little ahead of Hardenbergh in active efforts for the college, as he was surely not behind him in the actual request for a charter. More than that, he endured some hardness in this behalf in his own home place. The first request for a charter, it is now known, was as early as 1761, and probably earlier. A letter signed by Johannes Ritzema, whose opposition had not waned with the passing years, and by his associate Lambertus De Ronde, on behalf of the Conferentie to the Classis of Amsterdam, carries a postscript, February 25, 1762: "Since our meeting a notable division has occurred in the village of Tappan, which we briefly mention, that you may see what a turbulent fellow there is among the people. The minister, without direction from the congregation or Consistory, had engaged, with other ministers of the so-called Coetus, to obtain from the Governor of New Jersey a *Charter* for the erection of an academy in that province. Thirty-eight heads of families took this so ill, that they refused to pay the Domine's salary, and, when asked the reason of their refusal, assigned this, which however was not admitted. The minister, still adhering obstinately to his purpose, used all means to accomplish it; and when refused by one governor, sought it from his successors. And, as he would not yield his design, nor they consent to pay salary, they were all put under censure; and then the greatest portion of them, with their families, forsook public worship; and this has lasted for two months." If the statement that a charter was asked from a governor and then from his successors, three governors at least, the date of first

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request is carried back to 1760 or earlier; to Josiah Hardy, 1761 to 1763, Thomas Boone, 1760 to 1761, Francis Bernard, 1758 to 1760. William Franklin, from whose hand the charter was finally to come, succeeded Josiah Hardy, and continued in office until 1776. However, the same writers, sending a letter to Amsterdam again, June 21, 1764, revise their apparent reference to three governors and speak of two prior to Governor Franklin: "And since this matter of an academy is that which is so sadly disputed in the congregations of New Jersey, and those adjoining, we cannot omit mentioning that, notwithstanding two governors have refused their request, they mean to try it with the third; whence men justly expect that if it is granted they must contribute to the erection of such a school, and that in order to increase yet more the number of that kind of ministers." The same year, October 12, 1764, Hardenbergh himself wrote to Amsterdam, in excellent temper, considering his rebuff by them the year before: "And the danger of introducing ignorant persons into the ministry can also be effectually remedied by the establishment of a Seminary here. It cannot be denied that there is likelihood of our succeeding in this. For we have already presented a petition for a Charter for such a Seminary, to his Excellency, the Governor of this Province [New Jersey], and we have good reason to hope that we may obtain it, especially if we [Coetus and Conferentie] again unite together. Indeed, it would then be certain. And our ability to raise an endowment is much greater than was that of either the Episcopalians or the Presbyterians when they established their Seminaries. Why, then, may we not establish a school as well as they?"

Hardenbergh here frankly enough tells Amsterdam that men in America are going ahead in the college behalf, with-

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out help of foreign approval and with resources here which ought to be sufficient. He also plainly declares that the division in the church in America, the opposition to the college idea among many ministers of the church, was the cause of delay in securing a charter. Perhaps this also explains the fact that when the first charter was granted it apparently failed of record, no copy of it ever having been found; perhaps when Governor Franklin had been actually brought to give, in the name of the King, the charter repeatedly asked for, he was as well satisfied to leave it out of the archives, awaiting success or failure of the project. On the other hand, since the first charter of Princeton, 1746, is likewise not in the archives of the province and the state, it may perhaps be more natural to assign both omissions to some cause quite different, whatever it was. More than that, this letter of Hardenbergh's and his word the year before in Holland, and as well the whole formal action toward a charter from 1760 or 1761, clearly set forth that the college was not to be a church institution, that it was to be an independent foundation. The church in this country was not yet independent; as the country was still subject to Great Britain, so the church was still subject to Holland. It could not, most wisely, act as a church in establishing a college of its own. Acting independently of Holland in preparing a college foundation, these men of the church were planning a college which should stand on its own feet, not subject to ecclesiastical authority or owned by the church. In advancing that way they were fully in line with the Presbyterians in their preparing for Princeton and with the Episcopalians in their preparing for King's, neither of which was to be formally under church control.

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With Hardenbergh and Verbryck other leaders in this untiring drive for the charter, in the years when success drew near, are readily recognized: David Marinus of Acquackonck, surely, who in such pungent language took his stand in 1755; Johannes Leydt (Leidt, Light, Lyt, Laight) who had signed Hardenbergh's commission to Holland and who was a little later to give himself in utter self sacrifice to the foundation at New Brunswick; and Johannes Henricus Goetschius of Hackensack who a little later with the advice of others was to call the first meeting of the trustees of Queen's College. Goetschius was not only a leader in the college effort but as well a founder of forerunning work; he had his school of the prophets as John Frelinghuysen had his; Hackensack, as well as Raritan, had its parsonage college, prelude to the college of the charter. He was an able, learned, vigorous, devoted man, born in Switzerland, educated at the University of Zurich, ordained by the German Reformed in Pennsylvania; he received ordination again, when the validity of the first ordination was questioned, from the Dutch Reformed, and he served the churches of Hackensack and Schraalenburgh from 1748 to 1774; he was a pulpit orator of great power over his hearers, but always indulging his scholarly tastes and making them useful. He gave training for the ministry in his study to the younger Frelinghuysen, to Dirck (Theodoric) Romeyn, more than once later on invited to become president of Queen's, and actually first president of Union, and to Johannes Leydt. Leydt was born in Holland in 1718 and came to this country in early life; he lived first near Fishkill on the Hudson; and he spent his entire ministry, 1748 to 1783, in charge of the churches of New Brunswick and Six Mile Run. He was

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an ardent patriot, a power in the church of his day, and an unswerving advocate of the American college for the descendants of the Dutch.

The ministers especially set apart for leadership doubtless were largely left in those days to be the leaders of the movement. Laymen, however, must have played their part, helped by word and deed as they were able. One name stands out in clear relief, the name of Hendrick Fisher (Visscher), a name greatly distinguished in the affairs of the Province of New Jersey and of the revolutionary time, in the annals of the church, and in the founding of the college. The family came from the Palatinate about the beginning of the eighteenth century, and Hendrick Fisher's home was on the west side of the Raritan a little below Bound Brook. The house still stands, at the south end of the main street, one of the oldest houses in Somerset County, built in 1688, now remodeled; in the yard by the house, at his death in 1779, he was buried. Living on the road to New Brunswick, he was a member of the church there and an elder in it. From 1745 he was a member of the State Assembly and he continued such for thirty years or more; he was able, courageous, a hard worker, a leader in counsel and achievement. As the war came on his patriotism flamed high and knew no reserve. He organized the Committee of Correspondence in the county and was chairman of it; he was a member of the Committee of Safety of the province; he was president of the first Provincial Congress in 1775. He fairly deserves place in the annals of New Jersey as foremost in the affairs of the middle part of the province in the revolutionary time. To the college plan he gave himself fully, gave his interest, effort, and influence. To this may be ascribed in no small degree the final strength of the college movement in the Raritan

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Valley. He became first president of its Board of Trustees. Hardenbergh and Leydt and Fisher together were a force to be reckoned with, and in the issue the college was to find its home not far from where they lived.

To such men as these, with their associates of like temper in the Province of New York, success was sure to come in time. The charter came quickly after the two or three refusals by the royal governors. It was a royal grant for Queen's College dated November 10, 1766. It crowned the efforts of these men and their fathers; it seemed like the actual entrance into the promised land; it meant that the vision of faith had really come true. After all the time had not been so very long, as the tide goes of human affairs. It was only in 1737 or 1738, less than thirty years before, that the meeting was held which gave the idea any form at all; it was only in 1755, eleven years before, that the decision for the college was first clearly set forth and first firmly undertaken by men assembled for the purpose. It was less than fifty years since the first Frelinghuysen had come into the new settlements of middle New Jersey with his religious zeal and academic ambitions.

This first charter of Queen's College has not been found in the archives of New Jersey, or in archives at London, or in archives at Amsterdam. Its full provisions, therefore, cannot be recited; they unquestionably were almost identical with those of the second charter, March 20, 1770. That the charter was given in 1766 appears in several references in letters and documents, including the remark that a copy of it was sent to Holland; and it appears most conclusively in the call, April 4, 1767, for a meeting of the trustees created by the charter. The original trustees were named in the call. It appointed also the time and place of their first meeting, directing that

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they be duly qualified by a justice of the Supreme Court or a judge of the Inferior Court before proceeding to business. No officers of the trustees were named, it may be assumed, save, probably, the governor as ex-officio president when present at a meeting. Who then would call a meeting? It may be imagined that there was some hesitation about it, some discussion of it. In any case, Domine Goetschius of Hackensack, "with the advice of others," and probably because residing at the place appointed by the charter for the session, put forth the call over his own signature. It appears in the New York Mercury, April 20, 27, May 4, 1767. After reciting the circumstances leading up to the action, he says: "It also pleased the King of Kings, in whose hands the hearts of Kings are, and who promised that their Kings should be nursing fathers, and their Queens nursing mothers to the Church, to favor the humble address of the Ministers and Elders, to his Excellency, William Franklin, Esq., Governor and Commander-in-Chief and over his Majesty's Province of New Jersey, etc., whereby they have obtained his Majesty's letter patent and Charter, or Royal Grant, bearing date the 10th day of November, 1766, to erect a College called Queen's College, in the Province of New Jersey, and a Corporation or Body Politic, together with all the privileges, powers, authorities and rights belonging thereto as is customary and lawful in any College in his Majesty's realm of Great Britain." He then names the trustees appointed in the charter and invites them to meet, craves their presence, at or near the county house of New Barbadoes, Hackensack Town, in Bergen County, on the second Tuesday of May.

In the Colonial Office Records, America and West Indies, in the British Public Record Office, the minutes of the Council, the body advisory to the governor, at Perth Amboy,

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June 27, 1766, say: "His Excellency laid before the Board a Charter which had been applied for to him for establishing an Academy, etc., and desired the opinion of the Board thereon. The Board advised that the Attorney General be ordered to inspect their draft of a Charter, to correct it, and prepare it for the inspection of this Board, having regard to the notes made on said draft by this Board."

The next record of like reference in the Council is November 8, 1766, two days before the date of the charter, at Burlington, a reference quite inaccurate or else accurately stating a matter of which there is no other knowledge: "A Petition of a number of His Majesty's Protestant Subjects of the Lutheran Church in and near the County of Bergen, was read, praying a Charter to enable them to erect a College"; a rough draft was read, considered, amended, added to. It was then referred to His Majesty's attorney, and it was advised that, if approved, His Excellency affix his seal. It must be inferred that the word Lutheran was used in mistake for Reformed, although there were Lutherans on the Hackensack, and that a petition from Bergen and its vicinity meant the known petition of the ministers and elders generally, or that it meant an additional petition reenforcing the other. Two days later the charter of Queen's College received the seal of His Excellency. Further record of the Council, June 23, 1767, at Burlington, states that a petition from Henry Fisher, president, and others of the trustees of Queen's College, praying for an alteration in the charter of the college, was read, and Mr. Fisher was called in and heard; the request was not granted; but the consideration of it shows the existence of the charter and of the organized Board of Trustees, known to the Council.

The charter came, then, from George III and from Gov-

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ernor William Franklin. If the founders of the college had any feeling of grateful friendliness toward these givers of a royal grant, the days were hastening on when other feeling would fully take its place. The patriotic zest against the governor would be perhaps even more intense than against the King. William Franklin was son of Benjamin Franklin and departed far from the ways of his father in national affairs. He had gone with his father to England, had travelled in Europe, had received the degree of Master of Arts from Oxford in 1762. In 1763 he was appointed governor of the Province of New Jersey. He lived at Burlington until 1774, and then made his home at Perth Amboy. He was in general a good and useful public officer. But when the irrepressible conflict came on he was a Tory, made so in some degree perhaps by his life abroad. He stood strictly with the English crown, did not shirk the conflict, and held his stand to the bitter end. It meant separation from his wife and estrangement from his father. Hardenbergh, Fisher, and Frederick Frelinghuysen as well, the now grown son of John Frelinghuysen, were in the meeting of the Provincial Congress at Burlington, June 16, 1776, only eighteen days before the Declaration of Independence, and shared in the action taken: "That in the opinion of this Congress the said Wm. Franklin, Esquire, has discovered himself to be an enemy to the liberties of this country and that measures ought to be immediately taken for securing the person of the said William Franklin, Esquire." He fled to Connecticut and was in confinement there. Later he found his way to England and he lived there until his death in 1813 at the age of eighty-three. In his Correspondence with Lord George Germaine after leaving New Jersey, November 10, 1778, he says something which may possibly explain the absence

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of known copy of the first charter of the college: "I have been so lucky to preserve from the Rebels all the Council Books and Papers, those belonging to the Chancery and the Great Seal of the Province, although the rebel Governor of New Jersey, Mr. Livingston, wrote to Governor Trumbull [of Connecticut] to de—that they might be demanded of me, and if I refused to restore them, to tell where they were concealed, that I might be deprived of any Indulgences which were being permitted me in my Confinement. Accordingly a Law of their State was pass'd appointing two Persons to make the Demand of me, which they did; but, tho' I peremptorily refused to discover where they were, and told them I should abide by that determination at all events, I heard no more of the matter." Probably the charter was not among these papers; and probably it was never recorded, as was the not rare custom in those days.

The trustees appointed by the charter, a quorum of them, met on the day appointed by the charter, the second Tuesday in May, 1767. Thereafter Hendrick Fisher appears as president of the board and David Marinus as secretary. Meetings were called during the next four years with regularity, semi-annually with rare exceptions, in May and in October or November. Official calls of the meetings appear in newspapers of the time. No minutes of the meetings survive, no minutes of meetings of the trustees from 1767 to 1782, save those of one meeting in 1771. The confusion of the revolutionary time must be held responsible for the irreparable loss.

The trustees named in the charter as recited by Domine Goetschius in his call of the first meeting were a body of most representative men, ministers who had labored long and well for the college, laymen of the first families in the provinces, a few associates not of the Dutch blood or the Dutch

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Church; thirty-seven in all; and in addition the four officials of the Province of New Jersey. Thirteen were ministers; twenty-four, beside the officers of the province, were laymen. These are the names:

Of the City of New York

Simon Johnson, Esq.	Theodorus Van Wyck, Esq.
Philip Livingston, Esq.	Abram Lott, Esq.

Of the Province of New York

Sir William Johnson, Bart.	Col. James Brinckerhoff
Robert Livingston, Esq.	Col. Nicholas Stillwell
Col. Johannis Hardenberg	Col. Matthew Hoffman
Jacob H. Ten Eyck, Esq.	Bernardus Ryder, Esq.
Col. Abram Herring, Esq.	Rev. Samuel Verbruyck
Isaac Vrooman, Esq.	Rev. Eilardus Westerlo
Col. Abram Hasbroeck	Rev. John Schuneman
Levi Paaling, Esq.	Rev. M. Goetschius
	Rev. Barent Vrooman

Of the Province of New Jersey

His Excellency the Governor		
The President of the Council	}	For the
The Honorable the Chief Justice		time
The Attorney General		being

Peter Hassenclever	Rev. John H. Goetschius
Hendrick Fisher, Esq.	Rev. John Lyt
Philip French	Rev. David Marinus
John Van Metern	Rev. Martinus Van Harlingen
Peter Schenck	Rev. Jacob Rutsen Hardenberg
Peter Zabriskie, Esq.	Rev. William Jackson
Tuynes Dye, Esq.	Rev. P. Wyberg
Hendrick Kuypers, Esq.	Rev. Jonathan DuBois

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Old Dutch names abound in the list, but French, English, and German names are with them. The ministers who had been most active in the college movement are all included, Verbryck of Tappan, Goetschius of Hackensack, Leydt of New Brunswick, Marinus of Passaic, Van Harlingen of Harlingen, and Hardenbergh of Raritan, together with Domines Westerlo of Albany, Schuneman of Catskill, Goetschius of New Paltz, Vrooman of Schenectady, Jackson of Bergen, Wyberg of Philadelphia, and DuBois of Bucks in Pennsylvania. Among the laymen the most distinguished, perhaps, is Sir William Johnson, Bart., of Johnstown, New York, famed in the pre-revolutionary time, superintendent of Indian affairs in the province for thirty years, major general, owner of wide territory, a man with whom tradition has much to do, of widespread powerful influence, the centre of much dramatic circumstance. Here are two members of the well-known Livingston family, Philip of New York City and Robert of Clermont. Here are three neighbors from Ulster County, Colonel Johannes Hardenbergh of Rosendale, father of Domine Hardenbergh, Colonel Abraham Hasbroeck, the Huguenot, of Kingston, and Colonel Levi Paaling of Marbletown, all of them leaders in the military and civil affairs of their time, each of them at times holding high office in the province. Colonels seem to have been especially valued, for there are four more of them, Colonel James Brinckerhoff of Fishkill, Colonel Matthew Hoffman of Red Hook Landing, Colonel Nicholas Stillwell of Gravesend, and Colonel Abram Herring of Tappan. Others from New York, the city or the province, are Simon Johnson, Jacob H. Ten Eyck, Isaac Vrooman, and Bernardus Ryder. The laymen from New Jersey include first of all, of course, Hendrick Fisher, of Bound Brook, church elder and

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civil leader, and, with him, Philip French of New Brunswick, Episcopal vestryman, land owner, and philanthropist. With them are Peter Hassenclever of Ringwood, the great German pioneer in the mining and manufacturing of the province, its industrial life; Tuynes Dye of Passaic, sometime member of the New Jersey Council whose descendant, Anthony Dey, of New Brunswick, was also a trustee nearly one hundred and fifty years after; and Hendrick Kuypers of Bergen, Peter Schenck of Somerset County, Peter Zabriskie of Hackensack, and John Van Metern (Van Mater), all representative names and outstanding men of the time.

Although the trustees were repeatedly called to meet at various places and had received authority to start the college work, the work did not begin at once; it was to delay a full five years. It must not be imagined that in the day of success the ardor of the long time enthusiasts waned at all. One great thing, the great first thing, the royal grant, had been gained, but all questions were by no means settled; a college is not a simple undertaking. Money was lacking; professors or tutors were not readily at command; it would take some time to find or erect a building. Three facts, however, stand out as probably the great specific causes of delay.

The opposition at home and abroad continued and made itself felt. It was one faction of the Dutch and of the church that had secured the charter. It really made no difference in one sense if Amsterdam did disapprove; the die had been cast; the men in America had declared their right to have their own institution and had sustained it. But Domine Ritzema in New York never pulled down his flag and he, with others of like feeling, could interfere seriously with the advance of the work on the given foundation. Amsterdam was sure to hear from him with some regularity and was not

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in humor anyhow to accept the decision of the American independents. More than that, the Classis of Amsterdam now set up a definite plan as substitute; and a definite counter proposal always has more strength than mere opposition. The classis now urged a union with Princeton. Earlier than this in the Board of Trustees of the college at Princeton itself proposal of this sort had been made. The Reverend Lambertus De Ronde, Dutch Church minister in New York, was a member of the board, as were Domine Frelinghuysen and Domine Leydt. At the meeting of the board, June 25, 1766, just before the granting of the Queen's College charter, "The Rev. Mr. De Ronde having laid before the board a plan for the introduction of a professor of divinity to be ordained from Holland, for the service of the Dutch as well as English Presbyterian Churches in these parts, the trustees having maturely considered the same are of the opinion that the proposal is not yet ripe for consideration and therefore defer the further consideration thereof to the next meeting." The proposal dropped without action. Mr. De Ronde resigned from the board in 1769. Mr. Leydt resigned in the year of the Queen's charter, 1766.

Perhaps the new activity now in the Princeton direction was encouraged, apparently justified, by the delay in making use of the college charter. In 1768, June 6, the classis deplore the division in the church in America and remark that the proposed institution will mean, in the circumstances, departure from old doctrine and an entire ending of connection with the church of the Netherlands, a connection which was guaranteed in the surrender of the colony to England in 1664; they admonish the Coetus not to proceed too fast in erecting the academy, for which money and professors will surely be lacking; and they ask each of the parties to

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consider, "Whether it were not better to enter into negotiations with the Academy at Princeton, situated, as it is, at the heart of the Province, and, as it is reported to us, founded by the purest Scotch Presbyterians, and already provided with sufficient number of celebrated professors, having also the necessary buildings [apartments] and a good library; and flourishing on account of a great number of students." The classis, October 3, the same year, renewed their advice, having been convinced in the meantime, however, that the separate college idea would not be abandoned. They now speak quite graciously with, perhaps, a hint of sarcasm. They say that they realize that the purpose they have disapproved is fixed, that they are not able or desirous to hinder this, supposing that the cost has been counted beforehand and that funds are at hand to begin and maintain, and to provide professors of ability and renown. They, however, urge that all the Dutch brethren as one body enter into friendly negotiations with the Scotch Presbyterian college at Princeton, not to unite the two ecclesiastical bodies in one, but to make joint use of the academical rooms: "Thus the students of the Reformed Churches might at once obtain the benefit of the instructions of the Professors in Literature, History, Language, Philosophy, etc., and then the united brethren would need only to choose provisionally one or two Professors to teach Theology, Didactic, Polemic, Exegetic, etc. . . . A Lector also might be appointed, if necessary, to instruct in the Dutch language so that it might be kept alive as much as possible." Domine Ritzema, writing to the classis, March 21, 1769, holds that the union with Princeton is quite as impracticable as the erection of a separate academy, and, at the same time, pays his compliments again to the charter; he says that he has never seen it, and that he has



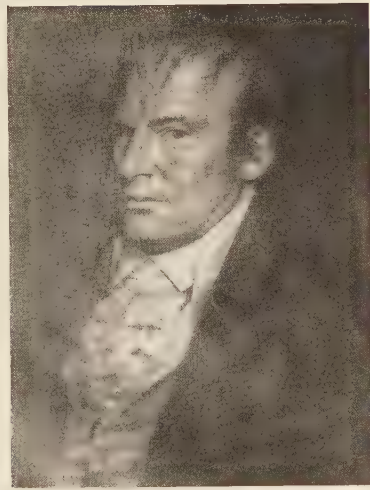
Frederick Frelinghuysen



John Taylor



Jeremiab Smith



James Schureman

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JOHN CRERAE
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heard from the governor of the Jersies that in the giving of the charter he (the governor) was deceived by those who sought it, that he thought the request came from the Netherland churches which remained in their old subordination, that a good friend had even assured him (Ritzema) that His Excellency had granted it especially in spite to the Presbyterians in order not to favor their academy. On their part, Verbryck and Marinus, president and scribe respectively of the Coetus, replying to Amsterdam, May 5, 1769, say very courteously that to them the union with the Scotch Presbyterian Academy at Princeton seems encompassed with difficulties, and they add: "If peace could only be secured and we permitted to live in friendly relations and fraternal correspondence with the Church of the Netherlands, we would be better able to support an Academy than any other denomination in the Provinces." The consistory of the church in New York also wrote to Amsterdam, expressing their judgment against union with the academy at Princeton, and as well against union with King's in New York, on this last point sharply differing from their minister; they advise that the Dutch Reformed churches, all united, choose a professor of theology for students in America and believe that, if this is done, there will soon be a flourishing academy like the one at Princeton, or like that at the capital (King's) of which their minister Ritzema, to their sorrow, has been made a director; they argue that the American professorship is necessary since the rising generation must, because of the general use of the English language, have a service in English, if it is not to pass over to other denominations.

The Classis of Amsterdam had to yield the point in part at least. They wrote the consistory of New York, January 8, 1771, saying that they give up the idea of union with

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Princeton; they add that they totally disapprove of Rit-zema's proposed combination with the Episcopal Academy at New York; and they propose that a professor or professors of theology shall be chosen to whom, at their homes, shall come students who have been two or three years at one of the colleges or at a high school or gymnasium under able teachers in the languages and philosophy. They wrote the same thing to the Coetus, January 8, 1771, but with some rather tart remarks. They say that they forego the combination with the academy at Princeton and advise a professor or professors of theology without relation to any existing academy; they again request that the erection of the new academy be given up: "It seems to us, from your communication, that you still flatter yourselves with the hope of the erection of an Academy of your own, which will require, according to our ideas of such things, an endowment of some tens of gold. Whether you will be able to find such an endowment in your country, we know not; but we are certain that the expectation of a generous collection of money in our country will meet with no better success than the disappointed hopes of Rev. Frelinghuysen. Therefore we kindly request you to abandon that idea, or at least to wait for the execution of it until a more favorable opportunity, making no use of the charter obtained until a sufficient endowment shall have been found in your own country." There, perhaps, was the great cause of opposition in Holland, the expected dependence on the mother country for the necessary funds. It was impossible now that the opposition could prevail. Just four months after this letter was written, May 7, 1771, the trustees of the college were assembled and making their decision when and where the college should be started.

Whatever force the opposition to the foundation itself, at

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home and abroad, may have had in delaying the start, a second cause of delay undoubtedly was lack of decision as to the place where the college should be located. Several places and several ministers, it is plain, had their ambitions. The college would be a very valuable asset to any place fortunate enough to have it. It might naturally and wisely be placed where some educational interest had shown itself, where some education was already active, where a school might be, ready to be transformed into a college, or to continue as preparatory to it, or as a theological graduate course. From this point of view, and with some caustic humor, Ritzenma describes in his letter to Amsterdam the situation which had arisen: "And as to the Charter itself, what is it worth? It is indeed an accomplished fact, but no location is yet determined on where that Academy shall be erected. Domine Goetschius, *cum suis*, wants it at Hackensack, and has already begun the erection of a house for it there, but which he is unable to finish. Domine Leydt, *cum suis*, wants it on the Raritan. So already they are divided into two parties concerning its location. Domine Goetschius has already started a Latin School, and appointed his wife's brother as a Latin teacher. He has also located a second Latin teacher, two or three English miles distant, in order to have the school sufficiently near for the benefit of the children's board. Domine Leydt with his party has done likewise on the Raritan; and Domine Verbryck is going to start a similar school at Tappan. But we much doubt whether all this will result in building a Babel or a Philadelphia; we give it over to the judgment of the wise men." This really does fairly describe the situation. Domine Frelinghuysen, ten years before, evidently had in plan an academy at Albany which he may have thought would be a proposing of that place for his

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longed-for college; in his academy he contemplated instruction in the learned languages, liberal arts, and philosophical sciences, and also a school of the prophets. Domine Verbryck, forward in the earliest asking for a college charter, more than likely resolved in his mind, as intimated, the founding of an academy at Tappan which would gain for that place some consideration. Domine Goetschius at Hackensack had his academy in actual operation; it was a permanent foundation, becoming a little later strong and reputable; and Hackensack was a strong candidate for the college foundation. At New Brunswick an academy under auspices of the college party was surely established not later than 1768. Of earlier classical school at this place little is known. Jacobus Schureman probably taught a school, or taught children of the church there from 1720. A private letter of one who was a teacher in the college school about 1845, a letter written nearly as long ago, says that the agitations of the early years brought forth "the Low Dutch Academy established at New Brunswick in 1761 for the purpose of training young men for the ministry"; no other evidence appears as to the date 1761. The New York Mercury, February 25, 1760, says: "At New Brunswick is taught reading, writing and arithmetic, vulgar and decimal; and in a separate room, Geometry, Navigation, Surveying and Book-keeping, after the true Italian Method; Algebra and several branches of the Mathematics; and young Gentlemen may be boarded reasonably by *Edward Cooper*." This apparently was not a school in any sense under the auspices of the church; and it was no doubt a so-called English school in contrast with a classical school, a distinction between types of school which clearly maintained through the latter part of the century and into the early years at least of the succeeding century. In 1768

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the school under the auspices of the men devoted to the college idea was active, the school year beginning in 1767 no doubt. The New York Mercury, February 1, 1768, in words which indicate that the city does not propose to be over modest in stating its qualities appropriate to a college as well as school foundation, says: "Notice is hereby given, that a School is erected at New Brunswick, in New Jersey, under the inspection of the subscribers, in which the learned languages and mathematics, are carefully and accurately taught, by Caleb Cooper, recommended from Nassau-Hall, an able and well accomplished tutor in these and other branches of literature. The conditions are 20s entrance, and £ 4 per annum, for tuition, proclamation money. Boarding may be had in this town as good and cheap as can be expected, and to satisfaction, sufficient to accomodate a large school; which, including tuition, will not exceed £ 20 a year.

"This town, besides its pleasant rural situation, has the superior advantage of a pure wholesome air, and its concomitant, health, to recommend it; Properties evinced from long experience, by its inhabitants, and the suffrage of gentlemen strangers acquainted with it, of the best judgment and observation. It is also surrounded by an extensive fertile country, from which it draws constant supplies of every necessary of life in great variety and plenty; and from the sea, in the season, has plenty of fish, oysters, etc. To which may be added, the ready and easy conveyance of letters and goods, by water or by land to New York, Philadelphia, and all other parts, as another peculiar advantage it enjoys. And in a religious view, exceeds any other place in the province, having divine worship performed in the English episcopal, the Dutch reformed, and presbyterian churches, and as to the inhabitants with regard to their man-

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ners and other social virtues, compared with other places, without prejudice, may be said to be irreproachable. The inspection above proposed, is to consist in visiting the school at least once a quarter; to inquire into the deportment of all concerned, and to assist the master and scholars in all necessary regulations with respect to decency and good order, as well as the advancement of learning. *

John Laight
Jacob R. Hardenbergh
Johannis M. Van Harlingen
Abraham Beach
John Cochran
William Oake.”

Three of those signing the notice, it will be observed, were trustees of the college, ministers of New Brunswick and the nearby parishes. Their wisdom is apparent in associating with themselves three men not of the Dutch Reformed Church or of the body of college trustees, the Reverend Abraham Beach, minister of the Protestant Episcopal Church, who later became a devoted and active trustee, John Cochran, M.D., surgeon-general in the Revolution, the “Dear Bones” of Washington’s friendly correspondence, and William Oake (Ouke), mayor of the city, 1763-1779. This school, like that at Hackensack, was to endure; it quickly assumed the name of the Grammar School, a name of long use in England, many such schools being founded in the reign of Edward VI, in which Latin grammar was the great study. The Mercury, November 11, 1771, says, “The Grammar School kept here [New Brunswick] some years is also to be continued.” With this activity in various localities, the founding of classical instruction, it may well be imagined that the

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question of place was a real cause of delay in starting the college.

A third cause of the delay was an unfortunate provision in the charter. Hendrick Fisher had presented very promptly, in 1767, a trustees' petition for change, arguing it in the meeting of the Council of the province. Failing to secure the change at that time, the trustees, or some of them, persisted and in time accomplished their desire. The exact cause of trouble is not clearly apparent, but it concerned in some way relations with the college's interests in the Province of New York as contrasted with the Province of New Jersey. There may have been some item regarded as a discrimination against New York; but this does not reveal itself in the list of trustees named in the original charter, which contains as many names from New York as from New Jersey. Something did not satisfy the projectors of the college; immediate experience had proved that there was in the document a very practical obstacle to organization and success. In the final petition to the Governor and Council, made by the trustees convened at Hackensack, October 4, 1769, the trustees say that they are under the disagreeable necessity of coming again with a most pressing supplication; that without desired alterations the institution, though wisely and carefully planted, cannot be carried through with credit and reputation; that funds must come from the Dutch inhabitants in neighboring provinces as well as New Jersey, and that this channel can hardly be expected to open unless the embarrassments be removed, especially that "allowing the distinction between residents and non-residents of this Colony"; that they have appointed meetings and have had enough attendance only at the last one, and that even then trustees could not be elected in place of such as had resigned or refused to

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qualify; and that the principal reasons for failure to qualify, for disposition to resign, and for absence from meetings are those already complained of. In such words alone the delay in starting the college is sufficiently explained; the college waited for a change in the charter; and this was now secured in answer to the petition of October 4. The record runs: "At a State Council held at Burlington, November 24, 1769, over which Governor Franklin presided, a petition was received from Hendrick Fisher, Esq., President of the Trustees of Queen's College in this Province, praying that an alteration may be made in the Charter granted to the said Trustees. The Council advise his Excellency to grant the prayer of the said petition so far as relates to the distinction of residents and non-residents in the said Charter mentioned." The action thus advised was carried out, not in an amendment appended to the charter of November 10, 1766, but in the granting of a new charter by George III through Governor William Franklin, bearing date, March 20, 1770, the charter upon which the college has stood ever since. In amending any provision as to difference between the provinces, no personal change in the list of the trustees was apparently involved. The list of 1770 differs only in slightest degree from the list of 1766; John Covenhoven is substituted for John Van Metern; and in three instances the first name is changed, perhaps an error in one list or the other—John Brinckerhoff for James Brinckerhoff, Martinus Hoffman for Matthew Hoffman, and John Haring for Abram Haring (Herring).

CHAPTER IV

THE SECOND CHARTER AND THE START OF QUEEN'S COLLEGE

THE charter of 1770 presents to us not only the terms upon which the college was to be actually founded but as well, no doubt, with virtual exactness the terms of the charter of 1766, of which no copy has been before us. It is very full in its details and very broad in its scope. It gives to the college the name of Queen's, in honor of the Queen Consort, Charlotte, as the college in New York had received the name of King's in honor of George II in 1754. This was entirely agreeable, no doubt, to the Dutch people; it may have been their choice; some thought of continuing royal favor may have entered in. The fact that it is granted in answer to the need of the Protestant Reformed churches of the people from the United Provinces, and to the petition of their minister and elders, is plainly stated but no ecclesiastical control is set up and almost no ecclesiastical test created. A primary object of the college is declared to be the supply of ministers for the churches, and a professorship of divinity is provided for; but it is not even stated that the professor must be of the Dutch Reformed Church. The broad scope and purpose of the college is stated in very definite words, adequate for all time, "for the education of youth in the learned languages, liberal and useful arts and sciences, and especially in divinity, preparing them for the ministry and other good offices." The other professions have their place with the ministry, and the most modern lines of instruction in applied science find their authority in the "use-

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ful arts" of this generous foundation. A single church requirement is expressed, that the trustees do appoint from time to time such person, "being a member of the Dutch Reformed Church," as they think fit to be the president of the college; the president so elected is not necessarily a member of the Board of Trustees or the president of it. The board is to have thirty-eight elected members and neither they nor any professors or instructors or students are made subject to any ecclesiastical test. They are required to take the oath of allegiance to the crown. The governor, the president of the Council, the chief justice, and the attorney general of the province, later of the state, are made *ex-officio* trustees, and the governor is named as president of the board when present at its meetings. An interesting provision, apparently intended to prevent a prevailing use of the Dutch language and to promote the English language in the affairs of the college and among the Dutch people, is: "It is hereby declared and expressly enjoined that there shall always be, residing at or near such college, at least one professor or teacher well versed in the English language, elected, nominated, maintained, and supported by the said corporation, from time to time, and at all times hereafter, grammatically to instruct the students of said college in the knowledge of the English language. Provided also, that all minutes of the meetings and transactions of the trustees, and all rules, orders and regulations, relating to the government of the said college, and all accounts relating to the receipts and payments of money, shall be in the English language and no other." It was also provided that, of the whole number of trustees, not more than one third be ordained ministers of the gospel.

The new charter was now in hand, the church opposition

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to the college abroad and at home had proved of no avail, but the location of the college remained still in question for more than a year. Meetings of the trustees had been called at different times since 1766 at Hackensack and at New Brunswick, each of the calls, after the first, signed by David Marinus, clerk. The calls were given through the New York Journal or General Advertiser and other papers. No meeting was called, it seems, at the regular time in May after the 1770 charter was granted; but one was called for October 31, 1770, at the house of Domine Hardenbergh at Raritan, and the meeting was held. It was there decided that at the next meeting it should be determined if possible where the college should be erected. Discussion inside or outside of trustee sessions had narrowed the question down to two places and the plain issue must now be settled; so, as a second article in the arrangement, it was decided that the college should not be erected at any other place than at New Brunswick or in or near the town of Hackensack. A third item in the program for the meeting that was to follow was, it may be inferred from reference at the later meeting, that each place should at the appointed time report any subscriptions to the college offered by the people of the place as well as present any other reasons in favor of it. The decision, therefore, was expected to depend, in some measure at least, on the same ground upon which had depended the choice between New Brunswick and Princeton by the earlier New Jersey college. Domine Marinus called the May meeting of the trustees in the New York Gazette or The Weekly Post Boy as early as March 17, 1771; he called the meeting at Hackensack; and he said that "it will then be taken into Consideration where the said College shall be placed, with other important Affairs, relating to the Said Institution."

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Hackensack will possibly have the advantage through the holding of the meeting there and through Domine Goetschius' well established theological work and classical academy there. The New Brunswick party has its own special strength, however, and will make good use of it. A quorum will be present this time without doubt, the certain few who had been at every meeting and some who had never been at any meeting at all. They convened May 7. Nineteen were there; five of them, not having qualified before, took the oath of office. The Honorable Frederick Smyth, last royal chief justice of the province, was there and he presided. The first question proposed was whether, in pursuance of the action of the preceding meeting, the place of the college should be fixed. After debate this was voted, only the presiding officer, Domine Verbryck, Domine Marinus, and John Haring, Esq., in the negative; these four probably saw defeat of their desire for Hackensack impending; but Domine Goetschius did not, or, more likely, he was willing in a broad-minded way to accept adverse decision rather than delay the college longer. The board then adjourned for a half hour. On convening again, the second item from the meeting before, that the choice be between New Brunswick and Hackensack only, was read and met no objection. Carrying out the third item, the president called on those in favor of New Brunswick to lay before the board anything they had to offer, and called on those in favor of Hackensack to do the same. In turn, the subscriptions of each were laid on the table and the arguments for each set forth. The amount of the subscriptions is not stated but the offer of New Brunswick was the greater one, it appears, for "in the course of the debate those in favour of Hackensack complained that they had not had sufficient time and opportunities for taking in

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Subscriptions, if they had they were of opinion their Subscriptions would have been as high or rather higher than those for New Brunswick." At the close the chief justice, presiding, gave this contention such weight as he could by saying that, since those in favour of Hackensack were "gentlemen of probity and honour," it might be taken for granted that, if Hackensack were chosen, the subscriptions for that place would be brought to a par with those of New Brunswick.

The question was then put and the vote was ten for New Brunswick and seven for Hackensack. Those voting for New Brunswick were the ministers, Johannes Leydt, Jonathan Du Bois, Jacob R. Hardenbergh, and Johannes M. Van Harlingen; and the laymen, Johannes Hardenbergh, Hendrick Kuyper(s), Philip French, Peter Schenck, Hendrick Fisher, and Abraham Van Neste. Those voting for Hackensack were Frederick Smyth; the ministers, Johannes H. Goetschius, Samuel Verbryck, and David Marinus; and the laymen, Peter Zabriskie, John Brinckerhoff, and Benjamin Benson. Two trustees recorded as present when the meeting opened, and recorded in the former vote, are not recorded in this vote, the laymen, Levi Pauling and John Haring. The trustees thereupon fixed New Brunswick as the place for the college and directed that their next meeting be held there in October.

The only reason plainly stated, among those which may have given the choice to New Brunswick, is the larger subscription offered in its behalf; this was the test by which New Brunswick was rejected twenty years before when the Scotch Presbyterian college was located at Princeton; and the people of the city on the Raritan may have been the more active and prompt in their generosity, remembering the earlier

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misadventure. It may very well be, also, that the city had some advantage in the argument because of its place on the main highway of travel and its considerable importance in the life of the time. More than that, however, the strength of its claim must have lain largely in the men themselves who represented it and the church groups there and near by. It was a strong and numerous body of Dutch Reformed people in the congregations on the Raritan. The Frelinghuysen tradition was still very much alive. In the Board of Trustees itself, presenting the arguments for New Brunswick and throwing all personal force and influence into the cause, were ministers of power, Hardenbergh and Leydt, and Van Harlingen as well; also Hendrick Fisher and Philip French with all the prestige of their names and standing in civic affairs. These ministers, too, could report that they, as well as Hackensack, had started a school. Again, Domine DuBois from Pennsylvania was at the meeting; he had not qualified before; he was there, no doubt, to argue for and vote for the fixing of the college at the place nearer to the churches of that province. He, and the others also, would surely argue that it was to advantage to be thus nearer the German Reformed churches of Pennsylvania. There was a large German population there. Their Reformed churches were under the oversight and care of the Classis of Amsterdam as were the churches of the Dutch; they were therefore in position to join in the common cause of education. The German churches would need ministers; they would need education in the languages, in the arts and sciences. The new college might well serve them; students might readily come from their congregations; the nearer location would more readily secure them. On the other hand, however, Hackensack might naturally and reasonably urge the greater near-

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ness of that place to the Dutch Reformed people along the Hudson River, in the many parishes of northern New Jersey and of New York as far as Albany. From the northern country, however, Johannes Hardenbergh of Rosendale was present, ready to vote with his son, the domine, and to cast the weight of his distinguished name on that side of the debate. These seven, by personal preference originally and surely on the side of New Brunswick, needed only two more votes to carry their point; these they readily had in Peter Schenck and Abraham Van Neste of Somerset County, near by; and one more they had, strangely enough from Bergen County, Hendrick Kuyper. Why the chief justice, Frederick Smyth, whose home was at Perth Amboy, was in favor of Hackensack does not appear. When the question was once settled, all the trustees apparently accepted the outcome with good grace; no bitterness or contention appeared; and the stage was set for the next scene in the story, so full of dramatic interest.

The meeting of the trustees was held, as appointed, at New Brunswick, October 5, 1771. No minutes of the meeting are preserved. In a notice in the *New York Journal* or the *General Advertiser*, October 24, its transactions in part at least appear. The governor, William Franklin, was there, and he presided; Jacob R. Hardenbergh was clerk. Unanimous action was had, proposing the election of a tutor, actually electing one, and forming a small body from among the trustees for the immediate government of the college, and fixing the time for its opening. The title, tutor, was the prevailing one for a college teacher at the time; it continued for many years at Queen's and elsewhere to the considerable exclusion of the title, professor. The trustees were highly pleased with the choice they made; they tell the public their

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high estimate of the man while they also announce other great advantages of the new Queen's College: "It was unanimously agreed, that in order to carry this Institution into immediate Execution, an able well qualified Person be elected and appointed Tutor, to instruct the Students who shall offer themselves, in the learned Languages, liberal Arts and Sciences, in order to prepare them for the usual Degrees; and for that Purpose elected, constituted, and appointed, Mr. Frederick Frelinghuysen, who is also to teach the English Language grammatically. The Trustees have likewise ordered that the Revd. Messieurs John Light, Jacob R. Hardenberg, and Johannis M. Van Harlingen, together with the Tutor aforesaid, do take upon them the Government and direction of the said Institution until a well qualified President can be procured. The Publick is therefore notified, that the said College will be opened on the second Tuesday of November next, at the Place appointed, where proper Attendance will be given. It is supposed that the Character of the Gentleman appointed Tutor is become so well known, by discovering his singular Genius in the Course of his studies at Nassau Hall, (where he had a liberal Education) that it needs no farther Recommendation from us.—

"The Public may depend upon finding good and sufficient Board at private Houses at said Place, and as cheap (if not cheaper) than at any other Places where colleges are erected.— As said College is calculated to promote Learning in general for the good of the Community, therefore the Gentlemen Students may expect to be treated with becoming Candour, without any Discrimination with Respect to their Religious Sentiments; and will also have Opportunity to attend the divine Worship of different Denominations in said City— The Students offering themselves to enter said

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College, shall be admitted into such of the Classes as they shall be qualified for.

By Order of the Trustees,

Jacob R. Hardenbergh, Clerk,

New Brunswick, the 10th, Oct. 1771”

It is, then, a Frelinghuysen again who comes to the fore in the college movement, who becomes the first teacher in Queen's College, the grandson of Theodorus Jacobus Frelinghuysen, the son of John Frelinghuysen and Dinah Van Bergh, the step-son of Jacob Rutsen Hardenbergh. The college had not gone outside the church circle, had not even gone outside the family circle foremost in the founding, had gone only to its near-by neighbor at Princeton for a son of that Alma Mater to take up this new task. Frederick Frelinghuysen was born at Raritan, April 13, 1753, in the parsonage built by his parents there, and there he lived until he went to college. His early advantages could hardly have been greater than they were, descent from a father and grandfather of great ability and fine character and from a mother really remarkable, and the oversight as well of a stepfather of such unusual character and life, Domine Hardenbergh. He was graduated from Princeton in the class of 1770, at the age of seventeen, delivering an oration at the Commencement exercises on The utility of American manufactures. He received the degree of Bachelor of Arts, and Domine Hardenbergh received the degree of Master of Arts at the same time. Frederick Frelinghuysen was between eighteen and nineteen years of age when he became the first tutor in Queen's College. The three ministers of the neighborhood were the trustees chosen to be with him in the government and direction of the college until a president

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should be secured; it was natural that they should be chosen, Leydt, Hardenbergh, and Van Harlingen, since they were near by, had already shown their readiness to sacrifice in the college behalf, and were, more than the laymen, familiar with matters of education.

The college work began at the time set by the trustees, as shown in a notice published in the New York Journal or the General Advertiser, April 30, 1772:

"The Respectable Public is hereby informed that agreeable to a former advertisement, a Seminary of Learning was opened at New Brunswick, last November, by the name of QUEEN'S COLLEGE, and also a Grammar School, in order to prepare Youth for the same. Any Parents or Guardians who may be inclined to send their Children to this Institution, may depend upon having them instructed with the greatest Care and Diligence in all the Arts and Sciences usually taught in public Schools; the strictest Regard will be paid to their moral Conduct, (and in a word) to every Thing which may tend to render them a Pleasure to their Friends, and an Ornament to their Species.

"Also to obviate the objection of some to sending their Children on Account of their small Proficiency in English, a proper Person has been provided, who attends at the Grammar School an Hour a Day, and teaches Reading, Writing and Arithmetic with becoming Accuracy—

"It is hoped that the above Considerations, together with the healthy and convenient Situation of the Place, on a Pleasant and navigable River, in the midst of a plentiful Country; the Reasonableness of the Inhabitants in the Price of Board, and the easy Access from all Places, either by Land or Water will be esteemed by the considerate Public,

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as a sufficient Recommendation of this infant College which (as it is erected upon so Catholic a Plan) will undoubtedly prove *advantageous* to our new American World, by assisting its *sister seminaries* to cultivate Piety, Learning and Liberty.

Per Order of the Trustees,

FREDERICK FRELINGHUYSEN, Tutor.

"N. B. The Vacation of the College will be expired on Wednesday the 6th of May, and any Students then offering themselves shall be admitted into such Class, as (upon Examination) they shall be found capable of entering."

The tutor thus presents the claims of the college in good fashion; and some points of some significance may well be noted. It is evident that Dutch was yet widely the household tongue, that students were expected to come who would find the work difficult, conducted in the English language, and that special provision was necessary for them. The healthfulness of the place had been proved; the reference to that is only one of many such references to appear in statements concerning the college and the city for many years from early time; it is said that in the Revolutionary War New Brunswick was regarded by the British commanders as especially favorable to the health of their troops and that regiments were located there in succession for that reason. The last word in the announcement, liberty, is significant; it is plainly set forth that the college was to build up a best national tradition; it was to be, like the other colleges of the colonies, a cradle of liberty. Frelinghuysen himself said that he had learned patriotism as well as Greek from Witherspoon at Princeton; and the days were hastening on when the spirit of liberty and of patriotism within the halls

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of Princeton and Queen's would be put to the test. Once again, when the tutor refers to the infant college as erected upon so catholic a plan, his word may well apply not only to the broadness of its academic ideals and methods but as well to the liberality of its religious life which was expressly set forth in the preliminary announcement by Dr. Hardenbergh in the preceding October, "without any discrimination with respect to their religious sentiments." The absence of denominational test for students, and for the teaching staff as well, which has maintained through the years, was thus established at the very beginning of the college life.

The first college house, the building in which the college work started, was at the corner of French and King Streets, now Albany and Neilson, the northeast corner, where a hotel has now been for many years, where a tavern was both before and after the college occupation. The land, once John Inian's, was owned by Philip French, the trustee, Episcopalian, and large land owner. He had leased this corner lot to a certain Dirk Schuyler and Schuyler built a house upon it about 1740. There were several transfers and French acquired full rights in the property again on December 13, 1771, and the next day sold it to the trustees of the college. The purchase was in fact, however, a fifty-year lease, two lots, 150x75, for five pounds, two shillings, sixpence, a year. French's property was largely sold by way of lease, sometimes for 2000 years, perhaps because some uncertainty lay beneath his title. In any case, there was trouble enough for him and about his property a little later. He went into bankruptcy, his creditors were active in pressing their claims, and the sheriff took charge; more than that, he appeared in time a Tory, and the Commissioners of Forfeited Estates sought to confiscate what was said to be forfeited by treason;

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and most of his leased property was sold by the sheriff or by the commissioners. However, the college held its house in undisturbed possession until ready to sell it, or the lease, twenty years later. Nor must the public service and gracious acts of Philip French be forgotten. He served the college and the church and the city in substantial ways. He gave to the Dutch Reformed Church lease of land for 2000 years at yearly rental of one pepper corn if demanded, and he was equally generous to the Episcopal Church.

Joshua Mullock had probably kept the tavern, from 1758 to 1761; and from 1761 to 1770 or 1771, Brook Farmer kept it, "The Sign of the Red Lion." Now the trustees took possession and made the house a college hall. Probably Frederick Frelinghuysen lived there. Later on Dr. Hardenbergh himself lived there; then Frelinghuysen probably owned and lived in the house below on French Street, for in 1784 the college sold to him a strip of land between the houses, seven feet wide, perhaps to give him a roadway.

To the college house some students came; how many is not known; the first graduating class, three years later, had one man in it, and the next class had at least five. Latin and Greek were taught, of course, and English grammar to some students, and mathematics and natural philosophy and mental philosophy or logic. The entrance requirements and the program of studies would naturally conform to those at Princeton and at King's. Sufficient knowledge in other subjects was apparently taken for granted, in all the early colleges, if an entering student could show good command of his classical languages; they were the given test; arithmetic came to be formally added as a test but held its place with difficulty. Princeton in 1748 would admit a student who "shall be found Able to Render Vergil and Tully's orations

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into English and turn English into true and grammatical Latin, and be so well acquainted with the Greek as to render any part of the four Evangelists in that language into Latin or English and to give the grammatical construction of the words." Harvard was in general the pattern the other American colleges were to follow; and Harvard was after the manner of Cambridge, Emanuel College, the Puritan foundation; in 1692 Harvard proposed its degrees "pro more Academiarum in Anglia."

The tutor at the start, Frelinghuysen, was expected to do virtually all the work. Perhaps Domine Hardenbergh, Domine Leydt, or Domine Van Harlingen helped. Perhaps he was at once aided by the young man who probably began his work as teacher of the Grammar School, but who in short time was himself to become tutor in Queen's College. John Taylor was a classmate of Frederick Frelinghuysen at Princeton in the class of 1770. He was descended from an English family which had members in Parliament in 1620 and 1661; his grandfather and father came to America in 1739, to Amboy; his father moved to Princeton, and John Taylor was born there, August 1, 1751. At graduation from the college, on the Commencement platform, he debated the proposition, National characters depend upon moral not physical causes. He was to give to Queen's College a quality of mathematical training, a basis for early engineering, which may have differentiated the college a little from its fellows in that early time and given the college some real distinction. He came to New Brunswick, drawn especially, no doubt, by Frelinghuysen's coming; it was not far from his father's home; and, in time, he built his own house on the river bank just above Albany Street, a house to be later occupied by a later teacher of the Grammar School, Andrew Kirkpatrick.

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Frelinghuysen was not to remain in charge of the college work very long. The expectation had been that he would follow his father and grandfather in the ministry; he began to study theology; but he turned to the study of law, reading with John P. Stockton or William Paterson, or both of them, and was admitted to the bar in 1774. That even in the next year he was still teaching, and was known somewhere by higher title than tutor, appears in an announcement of the New York Journal, January 26, 1775: "On Tuesday, 10th. instant, at Millstone, in Somerset, Mr. Frederick Frelinghuysen, Professor in Queen's College, was married to Miss Gitty Schenk, daughter of Hendrick Schenk, Esq., deceased, late merchant in that place; a young lady of a truly amiable character."

In 1774 the college graduated its first class. With college records of this beginning time lost and most detail entirely unknown, it is of special value that a brief account of that Commencement occasion has been preserved. It evidently commanded much public interest. It displayed lingual proficiency at least in the one graduate. He was Matthew Leydt, son of the minister at New Brunswick, nineteen years of age at the time, who later studied theology and became in 1783 a trustee of the college, and who died in that year. The New York Gazette and Weekly Mercury, October 24, 1774, and the New York Journal or the General Advertiser, November 3, have the report from New Brunswick, October 14: "On Wednesday last the first Public *Commencement* of *Queen's College* was held here.

"The Rev. J. R. Hardenbergh officiated by appointment of the Board of Trustees as President for the Day.

"Mr. Matthew Light, of New Brunswick, was the only Candidate for the Degree of Bachelor of Arts, who delivered

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Orations in Latin, Dutch and English with high applause.

"In the afternoon Mr. David Annan, Mr. Jasper Farmer, Mr. James Schureman, Mr. John Van Dike, and Mr. Samuel Vickers, all of the present senior class, spoke with gracefulness and propriety on various subjects.

"A number of *Ladies and Gentlemen* of this Town between the exercises entertained the audience with excellent vocal music, and the whole was conducted in a manner that gave satisfaction to a very numerous and respectable assembly.

"On the Friday preceding the Commencement the Grammar School here was examined and six of the students were admitted to the Freshman Class in College."

If there were as many as five or six also in the junior class and also in the sophomore class, as there were, we know, in the senior class and in the freshman class, this original body of twenty students was most respectable, even if it hardly justifies the large description of the college's beginning which the trustees gave in a petition to the Legislature in 1811, that at the start "they soon found their school filled with scholars and their classes with matriculated students."

What the college charges of that early time were appears in bills which have come from the tutor's hand:

"Mr. Tenbrook

To the Trustees of Queen's College, Dr.

1774

June 10th	To entrance his son Peter @ 20s proc.	£1.0.0
June 15	Cr. Rec'd from Mr. Voorhees on his acct.	£1.0.0
		<hr/>
October 10	To one quarter one month schooling @ 20s. pt.	£1.6.8
Ditto	To cleaning and Repairing School-room	£0.1.5
Ditto	To a nine pin alley	£0.0.9
		<hr/>
Proc'm		£1.8.19

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February 17, 1775 Received from Mr. Voorhees the sum of one pound proc: & from Mr. Ten Brook one pound, eight shillings, & ten pence, in full of all Demands until the 10th of October, 1774.

In behalf of the Trustees of Q'n College p'r me.

John Taylor."

"John & Peter Tenbrook, Dr.

To the Trustees of Queen's College.

Entrance

1776

April 10th, To one year's tuition @ £4/proc. each	£8.0.0
To Wood, each 6/	0.12.0
To Repairs /9d	0.1.6

May the 6th, 1776. Received from Mr. Tenbrook the above contents being in full all Demands to this 16th day of May, 1776.

John Taylor."

From which accounts it appears that the entrance charge was twenty shillings and that the annual tuition charge was four pounds; that a special charge was made for firewood and for cleaning the classrooms; that charge was made for repairing the room, perhaps damage done by the students; all very modest charges. It appears, moreover, that the students of the day were not without some official arrangements for recreation and sport, and that the form of diversion provided was a nine pin alley. That this earliest sport held its place ahead of other sports until scarcely more than fifty years ago is familiar to Rutgers men who remember the alley standing on the theological seminary campus before a gymnasium was built or baseball and football games were well organized.

Domine Hardenbergh presided at the first Commencement. Later, in 1776, he signed a diploma with the title, Praeses p. t., that is, president pro tem. He was to become fully president in 1786. It was no continuous office that he now held, it seems, but an appointment at necessary times,

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repeated, and perhaps held by no one else during the entire decade. It meant his presiding on public occasions. During the ordinary course of the year he and Leydt and Van Harlingen held joint authority. They and the other trustees meantime were busy in the search for a president. One must be secured; on him the direction and development of the college must depend; many considerations entered in to make the choice a difficult one.

The quest for a president takes us again into the field of church conference and negotiation, into the matter of divinity professorship, and into the actual achievement of peace and independence in America of the Dutch Reformed Church. The year 1770, the year of the granting of the second college charter, introduces us to a man who was to become a great leader of the church and a great figure in the college life; and the year 1771, the year of the start of the college work, records for us the union of the two parties in the church and the start of a new and more promising era in the church's life. John Henry Livingston was born in the Livingston manor house near Poughkeepsie. He was of Scotch name but his family was thoroughly of the Dutch church life in this country. He was graduated from Yale College in 1762. He intended to study law but turned from it to the ministry. In 1766 he went to Holland for his theological study. He received his degree of Doctor of Divinity at the University of Utrecht, and, having gained the high esteem and confidence of his preceptors in the old world church and university, he returned to this country in 1770 to become the pastor of the Dutch Reformed Church of New York City. He had not been in either party, the Coetus or Conferentie; he had the spirit of peace and the zeal for it; he came back not simply with the idea of a reconciled

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church but with a real plan of union clearly drawn up; and he lost no time in setting about his task. Impelled by him, and glad in the action no doubt, his New York church in 1771 sent a letter throughout the churches, asking all the ministers and an elder from each church to assemble in full conference to effect a single organization. They met in October of that year in New York City. They adopted the Articles of Union. In 1772 these were ratified in convention at Kingston and were approved in Holland. A vastly important thing was thus quickly and fully accomplished.

In these Articles of Union, however, was an item very significant in its bearing upon the college. It was provided that a professor of theology, or more than one, be chosen who should not be in connection with any English academy. Perhaps the word, English, bore some special reference to the fact that the new college had been by its charter so expressly made an institution of the English language rather than the Dutch. In any case it meant that the church would have its own professor of theology rather than accept and depend upon the professor of divinity provided for at the college by its charter. The point was made that, since the college had been started by one party in the church against the will of the other party, it was wise to leave it aside in any arrangements of the now reconciled and united body. Having decided this in 1771, the idea was to choose a professor or professors the next year; but in 1772 there was no money in sight to sustain such professorship and appointment was postponed. In view of this, however, the church General Body, later called the General Synod, resolved, "that if, in the interval, any students should be desirous of being prepared for the holy ministry, they shall resort to one of the following places, as best calculated to secure a

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learned education, viz.: New York, Albany, Fishkill, Raritan, and Hackensack," that is, of course, to the minister settled in one or another of these places.

Meantime the trustees of the college were not idle. There was some Dutch quickness about that time. It was very much to the point that the proposed professor of divinity be installed at the college. In the notices of the work about to begin and of the work begun there had been no word of divinity; the college had been started as a purely academic thing, though, it is true, Hardenbergh, as mentioned above (Raritan), or Leydt or Van Harlingen, or all of them, may have been ready to do the work, may have actually done it, as one or another student desired theological studies. The trustees, however, very promptly called to their chair of divinity the Reverend John Brown, D.D., of Haddington, Scotland; but he promptly declined the call. Now the wise move would be to refer the matter to Amsterdam, to secure if possible a man by its recommendation, and, in finding the divinity professor, to find also the president they needed, the chosen man to fill both offices. This would encourage the favor of Amsterdam, would provide a professor of divinity who would naturally be acceptable to the church in America, and would establish at the head of the college a man who would largely command the support of the people of Dutch blood and of the faith. A letter, December 30, 1772, was sent by Hardenbergh, Leydt, Van Harlingen, and Hendrick Fisher to the Classis of Amsterdam, reciting the grant of the college charter, a copy of which was sent to the classis, and expressing their wish for advice. The classis made record in their own words of what these trustees said: "They hope that this school will in course of time grow into a full University; that it has been located at New Brunswick un-

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der the name of Queen's College; that it has been provisionally opened under the superintendence of two teachers, who will instruct in the usual languages, as well as the arts and sciences. But as the prosperity of this College will principally depend upon the abilities of the President, the estimable Curators had appointed the undersigned and above mentioned gentlemen as a Committee to make inquiries for a person properly qualified to officiate in said office; to ascertain upon what favorable terms he could be secured, and make report to them upon the matter." It had further been made clear that the man secured would assume the office also of professor of theology. A like letter this committee of the trustees addressed to the theological faculty of the University of Utrecht that it might unite with the church body at Amsterdam upon some name to present for appointment by the trustees.

In their letter the trustees clearly stated the qualifications which such candidate should possess. They seem to us to have been not at all modest in what they asked. In those times such a man possibly might have been found. In these days it could only be said—"Who is sufficient for these things?" The office would in this age remain vacant; in that age, it remained vacant for a decade or more—but for other reasons than the unfitness of men. This desired president was (1) to fill the office of professor of theology, (2) to oversee the instruction in languages through tutors until professors could be secured, (3) to do more or less of the work of a minister on the Lord's Day, (4) to be a man of tried piety, (5) to be attached to the Constitution of the Netherlands Church, (6) to be a man of thorough learning, (7) to be good natured, (8) to be free and friendly in conversation, (9) to be master of the English language, and (10) to be

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pleased to lecture on *Marckii Medulla Theologiæ Christianæ*. It was explained that the command of English was necessary on account of the increasing prevalence of that language and because the students understand nothing of the Dutch language. It was added that the service to the church may be an inducement, that the trustees will not scrimp on the salary, that living is cheap, and that there is plenty of everything. The trustees brought the matter to a definite point by saying that they thought, from what they had heard, that the Reverend Professor Bonnet had the required qualifications, and could easily acquire the English language, that they hope that his heart may be inclined to the work.

Such action as this could hardly fail to commend itself to the body of the churches in their inability to establish a professorship of their own. At their meeting, June 3, 1773, they received a letter from the trustees telling of the college's letters to Amsterdam and Utrecht and commending the college to the favor of the churches. At once, and again at their meeting, October 5 to 8, they cordially approved the course which had been taken, expressing fully their ideas about it. They said that they considered Brunswick the most suitable place for the professor's residence on account of his relation to Queen's College there, as well as for the students in regard to livelihood and other circumstances; that they coincided in the thought of the trustees that the professor must be recommended by Amsterdam, and that he should be president of the college, the theological faculty remaining superior in rank. They also said that they would endeavor to increase "the fund which (according to report) has already reached the sum of £4000, now in the hands of the honorable, the Trustees, so as to make out a sufficient call."

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This is the earliest, the only very early, word hinting the amount of money raised at the beginning for the college, \$20,000. The church body said that they would recommend the plan as the best in the present circumstances to the Classis of Amsterdam. This they did in a very handsome way, considering the earlier differences of opinion and the very recent separate action. They wrote Amsterdam, October 8, reciting first that a charter for a seminary or academy had been obtained a few years before by a few members of the church, that the seminary has already been established at Brunswick, a small town not far from the City of New York, and altogether pleasantly and advantageously situated, that the enterprise seemed somewhat strange during the time of division, but that the trustees (among whom are some of the most distinguished men of the country) have proceeded to bring it as nearly as possible to a desirable position. They then presented the reasons for their approval of the present action of the trustees: (1) that the cost of living in New York, and elsewhere generally, is so high, and that living at Brunswick is much cheaper than in any principal city in this province, (2) that they can not sustain a professor of their own without the help of the New Jersey brethren, (3) that four thousand pounds has already been collected for the Brunswick seminary (college), (4) that nearly all of the now united congregations are inclined to this seminary, (5) that the need of the church is for better facilities for education at once, and (6) because a charter has already been granted, by reason of which funds can be safely entrusted. The request of the trustees, "we also adopt as our own for the above reasons."

The Classis of Amsterdam found it a little difficult at far distance, and because of the somewhat changeful action in

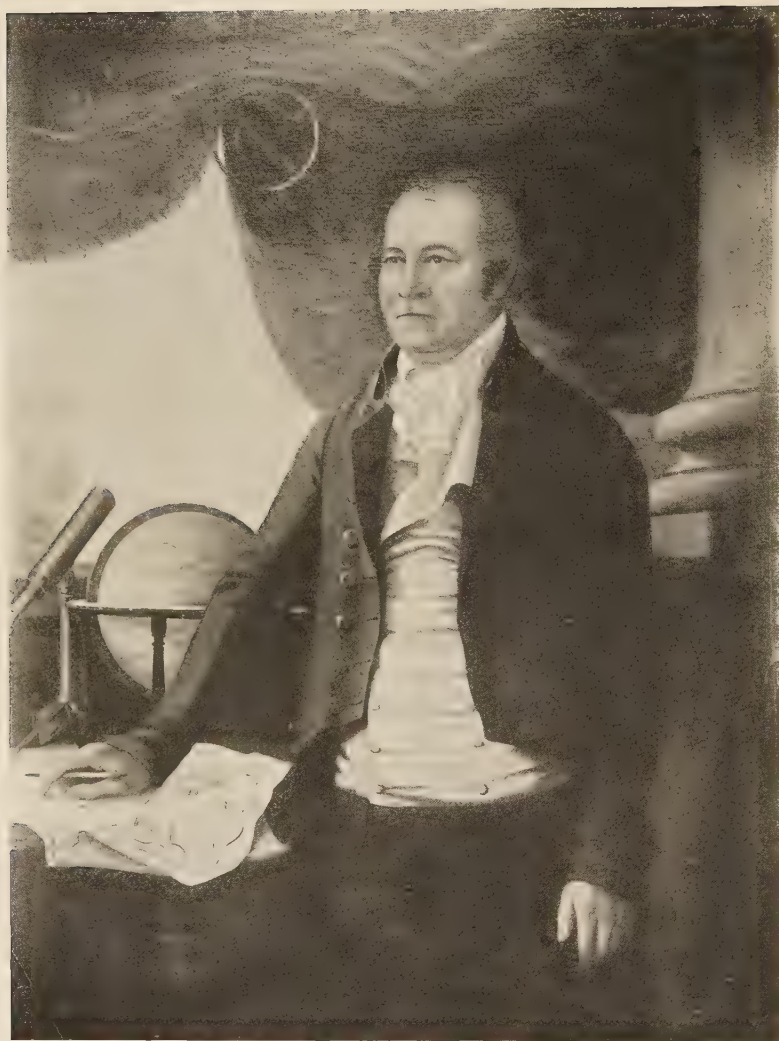
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America, to act with decision very promptly; perhaps they still had their prejudices anyhow; and, most of all, it was not easy to find the man desired. They wrote, October 4, 1773, in answer to the trustees' letter, December 30, 1772, saying that they had a letter from Professor Franciscus Burmannus in the name of the theological faculty of Utrecht, stating that this faculty "is not disinclined to propose to the Classis of Amsterdam one or more persons who would be capable of being Professor or President in New Jersey." The classis did not advance the matter, however, alleging some lack of agreement in the communications from America; they wrote to the General Body of the church in America, April 11, 1774, reciting the request of the trustees and reciting with it the action of the body, October 1772, as if they had not received the communication of October 8, 1773; and, because the two communications thus before them did not agree, they said that they could do nothing in the matter of the professorship. Perhaps between April 11 and April 24 the classis did receive the later and changed action of the body, so cordial to the plan of the trustees, for on the latter date they wrote Burmannus at Utrecht, and again on June 8 wrote Professor Bonnet of the same theological faculty, asking for some appropriate name, adding, however: "But before all other persons, Rev. Mr. J. Livingston who studied at Utrecht, and there obtained his degree of Doctor of Divinity, occurs first to our minds." Professor Bonnet wrote the classis, June 9, 1774: "In their [theological faculty's] name I inform you that they are unanimously of opinion with the Classis of Amsterdam that Dr. Livingston must be regarded above all others as best adapted for the Professorship in New York and New Jersey, on account of his qualifications for the office, his peculiar acquaintance with the languages,

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names, and peculiar circumstances of the country, which in reference to the successful prosecution of the office must all be taken into account. In these he must greatly excel anyone who might be called from here, though superior in learning." The classis in time sent this name to the General Body in America, saying that they could hardly recommend anyone from the fatherland itself without knowing the salary, whether other emoluments such as a dwelling would attach, how much would be allowed for moving, and what the particular required service would be. Whether Dr. Livingston, since 1770 minister in the church of New York, was willing to accept the office, the two offices, does not appear. Whether the trustees acted is not known; probably not. The General Body, April 25 to 27, 1775, received with thanks the communication from Amsterdam and Utrecht; they postponed action and they appointed a Day of Fasting and Prayer throughout the church. At their meeting, October 3 to 5, the record runs: "By reason of the pitiful condition of our land, the consideration of the subject of the Professorate is deferred." The skirmish at Lexington was April 19, 1775. The Revolutionary War had begun. It was no time to raise money or discuss professorships or even find a president. The trustees must wait a better day. Meanwhile they, the tutors and the college students, would keep Queen's College alive and not only alive but at the front in the pathway of war and in the making of the nation. Queen's College in the Revolution is the picture now before us.

THE
JOHN CRERA
LIBRARY



Simeon De Witt

CHAPTER V

THE CITY AND THE COLLEGE IN THE REVOLUTION

QUEEN'S COLLEGE had been started at a center of patriotism, the college house was on the highway of the two armies, the college work was for a time transferred to other places in the stress of war, and Queen's College men were ardent in the affairs which were to be the making of a nation. New Brunswick was early in the movement which led to the Revolution. At the barracks in the city troops of the King had been regularly quartered and the relations of the citizens with them had been courteous and cordial. The 26th regiment was there from the summer of 1767 until May 1770. At the departing of the regiment the commander of it received an address, May 14, from magistrates and freeholders of the city; Major Preston replied; and a complimentary dinner was given at the White Hall tavern. After that three companies of the 29th regiment were there, remaining until October 1771. At their departing the mayor, aldermen and other citizens waited upon the captain and expressed their appreciation of the relations which had maintained. But, on the other hand, the citizens, October 29, 1767, had hung in effigy a man they considered traitor to the principles of freedom. And now at the beginning of the new decade the citizens had gathered to discuss unhappy conditions which had arisen and to express themselves against action of His Majesty's government. Freeholders, merchants, traders, June 14, 1770, declared their sympathy with New England's protest against old England's tyranny, agreed to resist the Stamp Act, and

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condemned the men of New York for what they thought was breach of faith. The first general conference of representatives of the entire Province of New Jersey was held in New Brunswick. A call had been issued for the several counties to send delegates to it; seventy-two delegates met as a Provincial Convention in the city, July 21 to 23, 1774; they then passed the first resolution set forth in the province condemning the proceedings of Parliament, and they chose five delegates to the proposed Congress of all the provinces, the first Continental Congress, which was held September 5, 1774, in Philadelphia. They also appointed a Committee of Correspondence for the province.

The war had now begun. Word of the fight at Lexington reached New Brunswick April 24, 1775, at 2 a.m. The Committee of Correspondence met May 2, at New Brunswick, and issued a call for the first meeting of the Provincial Congress at Trenton, May 23. The Continental Army was assembling at Cambridge. George Washington, travelling northward to take charge of the army there, passed through the city, down Albany Street, past the college house, to the river, June 24, 1775. Again and again, in evil times and good times of his campaigns, he was to pass through or to stay in the city. A year and a half later, after the battle of Long Island and the loss of Fort Washington, Washington retreated southward through New Jersey. Three rivers he had to cross were all fordable at places; to make a stand at the Hackensack or especially at the Raritan was the natural thing to do. The Congress expected a stand to be made. Washington found it impossible; his force was small; men were leaving him, their terms of enlistment expired; expected reenforcements did not come; the British were in force behind him. He crossed the Raritan into New Brunswick,

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November 30, 1776, and stayed in the city until the next night. Cornwallis, reenforced by Howe, was following close after. The bridge was destroyed, wholly or partially, and the ford was covered by guns that the British might be at least delayed. Alexander Hamilton, captain, planted his field pieces on the high ground above the river now owned by the college just beyond the Neilson Campus where he could well cover the ford and opened a spirited fire on the advancing men. It was not of long duration. Washington wrote from Trenton to the president of Congress, December 5: "At Brunswick because I was disappointed in my expectation of militia, and because on the day of the enemy's approach (and probably the occasion of it) the term of the Jersey and Maryland brigades' service expired; neither of which would consent to stay an hour longer." In the night, December 1, in the midst of a violent rain storm, Washington left the city, retreating to Princeton. The next day Cornwallis entered the city; and under him or Howe the British force, varying in number, at one time as many as 5,000 or more, occupied New Brunswick until June 22, 1777. The city was healthful, and convenient for supplies, and, as the winter advanced, the continental force was a check to free movement. For six months and more the city was thus the home of the chief commanders and the main force of His Majesty's troops. The effect upon the college can be imagined rather than related. Tradition has had it that the college house was burned; but the tradition is not verified; it is rather disproved. Some damage was done in the city at first; the pews were taken out of the Dutch Reformed Church and it was made first a hospital and afterwards a stable; some damage was done in or near the city when the army retired the next June; but the college house shows an ap-

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parently unbroken history, and the only item not fully explained is the word in the trustees' petition to the Legislature in 1811, that in the Revolutionary War the college building was destroyed; amid the large expressions of that petition it may be fairly inferred that damage through use by the British or through lack of money for repairs was meant. Down through the years comes the testimony of only one college student, 1776, Simeon DeWitt, whose son, Richard Varick DeWitt, wrote many years ago: "The irruption of the British troops broke up the college, and my father had but time to take his knapsack and musket and retreat to Hackensack. He lost his clothes and books which were in the college."

The British force was encamped in part on what is now the college campus. The exact location of the regiments is shown in maps in the Congressional Library at Washington, made for the British generals by a young army engineer who after the war practiced his profession in Philadelphia and in 1796 made plans for that city. The maps were taken to London by General Clinton, were in his family for generations, were then sold at auction, were later brought to this country, and were bought at public auction by the Congressional Library. There is a map of New Brunswick and Middlesex County; it shows Albany, New, and Neilson Streets, the position also of Burnet and Peace Streets, and the beginning of George Street, a street not noted earlier than this. The map shows a regiment on the land now known as the Bishop and Martin properties, north of the college, extending from the river diagonally to the present College Avenue and on toward The Landing. A Hessian battalion was on the present Neilson Campus and Queen's Campus, extending across the present Hamilton Street; this battalion

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also had an outpost at the present Paterson Street and another at the corner of the present Livingston Avenue and Carroll Place. Another Hessian battalion was where the College for Women is now located, the sometime Carpenter and Cooper properties. Three regiments were on the other side of the river, and, spanning the river, was a log bridge built "by the Army in 1777," to replace the one destroyed by Washington. Fortifications were thrown up on the hill, now the seminary campus and Bishop Place, traces of which remained as late as 1850 or later. Fortifications were also thrown up at the Landing north of the city, and on the hill east of the river, and an outpost was established two miles south of the city. Cornwallis and Howe made their headquarters at the mansion of Colonel John Neilson, Burnet Street where number 109 would now be. The Hessian headquarters were at the Van Nuis house on Neilson Street between Liberty and Schureman Streets.

The winter passed in general quietness, but incidents of interest marked the passing time. General Charles Lee, captured in humiliating way at Pluckamin, was brought to New Brunswick and confined there for a time before being taken to New York in January. Report in Philadelphia, March 26, says: "By accounts from New Jersey we learn that deserters daily come over from the enemy, who are penned up in Brunswick so that they never peep out but our people have a knock at them, which as often turned out in our favor." The British, April 13, started out to surprise General Lincoln at Bound Brook and nearly succeeded, but returned quickly to New Brunswick. Other show of intended departure was not wanting. Report in Philadelphia again, May 3, says: "By advices this day from the East Jersies we learn that the enemy are abandoning Brunswick," presum-

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ably to go to Staten Island, it being reported that there was sickness among the Hessians and fatigue among the British. Report in New York, June 9, says: "Abraham Patten, a spy from the Rebel army, was executed at Brunswick last Friday between Eleven and Twelve o'clock. He had agreed to give a Grenadier 50 Guineas to carry four Letters to Washington and Putnam; the soldier took the Cash and carried the Letters to his Excellency, Lord Cornwallis, wherein was proposed on a certain day to set Fire to Brunswick in four Places at once, blow up the Magazine, and then set off a Rocket as a signal for the Rebels to attack the Town. At the Gallows he acknowledged all the Charges brought against him."

Washington and his force spent the winter at Morristown. The British showing signs of activity in the late spring, he moved his army, May 28, to Middlebrook, near the present Bound Brook and Somerville. His first camp was in Washington Valley about ten miles from Bound Brook; three forts were built at different points; and cannon were planted on the hill looking down the valley of the Raritan. From "Washington Rock" he could watch the enemy in New Brunswick. His force was a little over 8000, of whom nearly 3000 were sick or disabled. Howe probably meant to try a crossing of the Delaware and a capture of Philadelphia, but he feared a rear attack. He would gain by drawing Washington forward to battle. He divided his force into three parts, disposing one at Millstone, which place they plundered, firing the church, and one at Middlebush, and holding the third at New Brunswick. Washington, watching him, drew his army back to the high slope on the south side of the mountain, east of Chimney Rock, June 14; he would not fight save where he stood. Five days he waited, thus alert. Howe gave it up and drew his two advanced parties back to

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New Brunswick, June 14. A week later on a Sunday night, June 22, he moved his entire force from the city, ending its long stay in the old college town. Washington wrote Congress from Middlebrook, June 22, 11 p.m., that the enemy evacuated Brunswick that morning and retired to Amboy burning many houses as they went along. A New York paper of July 7, telling the retirement, says that the city was left in "a ruinous state." Continental soldiers entered at once. Howe marched to Amboy; there by boats he crossed to Staten Island. Washington quickly moved three brigades to New Market; it is said that he came at once to New Brunswick to learn the condition of the city; Howe turned toward him, returning from Staten Island; Washington retired again to Middlebrook; small skirmishes, not decisive, occurred; and Howe moved back to Staten Island, altogether leaving New Jersey, June 30. Washington then moved his force, July 2, to Pompton Plains, giving up, because of Howe's withdrawal, his intention to make Middlebrook a strong entrenchment.

A year later Washington was in New Brunswick again. He had gone through on his way to take command of the army; he had gone back retreating before the British force; he now came again in the weariness and the joy of a battle hard fought and fairly won. He came from the Battle of Monmouth and he rested with his army, camping on both sides of the river. He spent the Fourth of July in the city. There with joy he formally celebrated the second anniversary of the Declaration of Independence. This celebration by Washington and his army was perhaps on the very ground where college and seminary buildings now stand, certainly not far from it. Washington's general order for observance of the day runs: "Brunswick Landing, July 3, 1778; Tomorrow

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the anniversary of the Declaration of Independence will be celebrated by the firing of thirteen pieces of cannon and a *feu de joie* of the whole line. . . . the soldiers are to adorn their hats with green boughs and to make the best appearance possible. A double allowance of rum will be served out." On the celebration day itself he wrote to his brother, John Augustine Washington, giving him an account of the battle of Monmouth. At the same time Colonel John Laurens wrote to his father from "Headquarters on the lovely banks of the Raritan opposite New Brunswick: We are now arrived in a delightful country where we shall halt and refresh ourselves. Bathing in the Raritan and the good things of the country will speedily refresh us. I wish, my dear father, that you could ride along the banks of this delightful river."

On the fourth of July at New Brunswick, also, began the trial by court martial of Major General Charles Lee on charge of treason, a second meeting of the court being held there on the sixth of July, a verdict of guilty being reached after later meetings held elsewhere, August 12, 1778.

Six months later Washington and his army were again near New Brunswick and for prolonged stay. He had moved part of his force back to Middlebrook; they spent the winter of 1779 there. He and Mrs. Washington stayed the entire time at Raritan, now Somerville, making the house still standing, known as the Wallace house, next to the old Frelinghuysen house, their home. General Greene and Mrs. Greene made their home in the house of Derrick Van Veghten on the east side of the Raritan, now Finderne or Manville, near where the Dutch Reformed Church stood. General Steuben occupied the Staats house, now the Latourette house, on the west side of the river, near the present Bound Brook. These headquarters were maintained from November 28,

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1778, to June 3, 1779. A grand parade and review were held at Bound Brook, May 2, in honor of two distinguished foreign visitors, great crowds assembling and a dinner being given outdoors at Steuben's headquarters. New Brunswick, so near, must have been no little concerned with the life of the army and its leaders during those six months as it had been so immediately concerned with the life of the British army and its leaders in its own houses and streets and open places two years before.

A few months later, stirring the city and all the Raritan Valley, came Simcoe's Raid, that swift, dashing foray of the Queen's Rangers under Lieutenant Colonel John Graves Simcoe. Crossing from Staten Island to Amboy on the night of October 25, 1779, he and his men rode fast by the Metuchen and New Market roads to Derrick Van Veghten's place, destroyed flat boats assembled there for service of the continentals, and burned the Dutch Reformed Church near by, the church of Domine Hardenbergh. Then on they rode to Hillsborough, now Millstone, and burned the court house there. On the way to New Brunswick in a skirmish, Simcoe, thrown from his wounded horse and unconscious, was spared by the thrusting aside of a militiaman's bayonet by a soldier of more mercy, and captured by him, said to have been James Schureman. The raiders rode on to the city as far as the barracks, and fought from point to point through the streets. The little company, challenging their way, being driven from house to house and finally from the Presbyterian Church, the church was fired by the raiders and "destroyed." Swift riding from the city down the west side of the river brought the Rangers, with but little loss, back to the bay, and the daring and only too successful raid of a single day ended at Staten Island again. Simcoe, captured and

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brought to the city, fiercely sought after by many for vengeance, was concealed in the old "Washington's Headquarters" on the corner of Albany and Neilson Streets opposite the college house. Later he was confined at Burlington. He recovered and was exchanged. After the war he became governor of Upper Canada. On the other hand, Captain Adam Huyler was the hero-raider of the New Brunswick patriots. He had his headquarters in the city, at the river point near the present upper lock, just beside the present college campus. He had whaleboats and he had picked crews. He made his excursions to the bay and worried the British on Staten Island. He captured vessels and he burned them or turned them to good use.

Washington was once again in the city with incident of great interest to Queen's College men. It was when the war was suddenly and swiftly coming to its last, decisive conflict, 1781. The English forces were in New York and on Long Island and in Virginia. The American and French forces had been drawn together in the vicinity of New York in June. The plan of Washington apparently was to engage the enemy in critical combat near New York. Suddenly he changed. Word had come, August 14, that the French fleet under De Grasse in the West Indies would move at once to the Chesapeake. He called upon his force to turn swiftly southward, to march in four columns, two American and two French. The French columns were to go by route west of New Brunswick, one following the other, a day apart. The American columns separated at Chatham; one marched by way of Bound Brook; the other, preceded by Washington and commanded by General Benjamin Lincoln, took the road through New Brunswick. Washington reached there

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August 28, 1781. The next morning he wrote a letter to Simeon De Witt:

“Brunswick, Aug. 29, 1781.

“Sir:— Immediately on receipt of this you will begin to Survey the road (if it has not been done already) to Princeton— thence through Maidenhead to Trenton— thence to Philadelphia— thence to the head of Elk through Darby, Chester, Wilmington, Christiana bridge.

“At the head of Elk you will receive further orders. I need not observe to you the necessity of noting Towns, villages and remarkable Houses and places but I must desire that you will give me the rough traces of your Survey as you proceed on as I have reasons for desiring this as soon as possible.

I am Sir
Yr very Hble Servt
Go. Washington.”

Mark the interest of it; written by Washington; written in New Brunswick; written to a graduate of Queen's, Simeon De Witt; written as a first revealing, perhaps, of his plan to engage battle in the south. The movement hastened; the forces united; the British were engaged at Yorktown; and the Revolutionary War was over; the independence of the American colonies was established. The change of plan had been kept in closest confidence. Until arrival at New Brunswick the appearance of advance to battle at New York by way of Staten Island could be kept up. Now the secret could be kept no longer. Movement from the Raritan south would tell the other story. From the old college town Washington openly gives the new and final challenge. The word to De Witt, now with no reserve, tells the chosen way to the goal and asks

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him to make the highway plain. Trevelyan, in his "History of George the Third and Charles James Fox," says: "Washington knew that the surest way to keep a secret was to keep it to himself. . . . No man of all the thousands who marched with Washington and Rochambeau during that last week of 1781 knew for certain whither he was bound. Even generals of brigade and division supposed that their destination was Staten Island and remained under that impression until they had left New Brunswick behind."

Meantime, against this war background of the college town and of the province, where were the Queen's College men and what were they doing? Frederick Frelinghuysen, the first tutor, was from the first in the war service of his country, and, though so young, active in the councils of the time. Leaving the college for the practice of law, probably in 1775, the change was at the moment a step also into the tide of public affairs. Living again at Raritan, he organized an artillery company and became its captain. He was soon a major, and Washington, December 31, 1776, appointed Major Frelinghuysen with Colonel John Neilson and Majors Taylor and Van Emburg to call the militia together. Later he became colonel. He was in various engagements, in the battle of Trenton and the battle of Monmouth. He was a member of the Provincial Congress in 1775-1776, and a member of the Committee on Public Safety. In 1778 he was elected by the Legislature a delegate to the Continental Congress and he was a member of that body in 1782 and 1783. In 1779, however, he asked release from his duties in the Congress, saying that he had accepted them with reluctance, that they were too important for his age and abilities, that attendance had been at much expense, and that much ab-

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sence had been embarrassing, but "I am determined not to complain till the last farthing of my little property is spent in the service of my country. . . . I shall only say that I shall be ready at all times to give an account of my conduct to those who appointed me."

John Taylor, who had early come to join Frelinghuysen in the work of the college and the school, had succeeded to the full charge. The bills rendered by him to patrons in 1774 and 1775 show that he had become the second tutor. He was in the midst of the New Brunswick organizing for the war. Colonel John Neilson formed his battalion of minute men and Taylor became at once a captain in it. He rose to the rank of major, then to the rank of lieutenant colonel, and then to the rank of colonel, commanding a regiment enlisted in Hunterdon and Burlington Counties to serve throughout the war. With Washington he crossed the Delaware, Christmas 1776, he was in the engagement at Trenton and Princeton, and he shared the winter's stay at Morristown, sharing too the activities that annoyed the British in New Brunswick. Later, in a skirmish in the city, he was taken prisoner and confined in the Presbyterian Church, only for a half hour, Captain Adam Huyler with his men effecting the rescue. His house, it is said, with his library and personal effects, was damaged. He did not give up his office with the college. Its life and service were in his constant thought and almost paramount to the war service in which he was so ardently enlisted. To Governor Livingston he wrote from the North Branch of Raritan, September 25, 1779, that he had been delayed in making a report by, for one reason, "the necessity of my attending the examination of the students of Queen's College. . . . His Excellency without doubt re-

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members that the Governor and his honorable Privy Council called upon Col. Frelinghuysen and myself to take command of the State regiment, agreeably to our commissions, which we consented to do until the legislature should meet. Col. Frelinghuysen has been prevented from joining the regiment in consequence of illness, which continuing, has caused him to resign. His Excellency will also recollect that I was pre-engaged by the trustees of Queen's College, and that it was with great difficulty that I was able to leave the business of the college until this vacation. But rather than that Col. Frelinghuysen should not take command of the regiment, which he would not accept of unless I went with him, I consented to go until the Assembly should meet. His Excellency also informed me that if Col. Frelinghuysen would agree to command the regiment without me that then he would have no objection to my resigning, being a supernumerary. The colonel having resigned, that obligation is removed, and the trustees of Queen's College, insisting upon my fulfilling my engagements, I hope I shall be discharged from the army as soon as possible." Eager thus to be back in the college teaching, he was nevertheless steadily at the service of the nation, busy with the not agreeable tasks of war, passing from academic hall to camp and back again as duty called, the college making one of its greatest contributions to the national cause in the gift of its tutor.

And Jacob Rutzen Hardenbergh, the founder, the chairman of the trustees' committee of oversight, the president pro tem! He was in his home at Raritan, caring for his congregations, preaching the old gospel and the new patriotism, travelling here and there as the councils of the province and of war drafted him, and attending to the college in its vicis-

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situdes. He was a delegate to the Provincial Congress in 1776 which in July did "resolve and declare that we support the freedom and independence of the said States with our lives and fortunes and with the whole force of New Jersey." He was a member of the Convention immediately succeeding, that framed the Constitution of the State of New Jersey. His zeal for the national cause invited Tory attack; a price was set for his apprehension. Simcoe, in the raid with his Queen's Rangers, burned his Raritan church, to the south on the river, and his Raritan congregation for years gathered for worship in a dwelling house. William Livingston, Governor of New Jersey, writing to Henry Laurens, president of the Continental Congress, November 3, 1778, speaks of a packet received in a letter from the Reverend Mr. Hardenbergh, despatches from the Dutch synod of New York and New Jersey to the Classis of Amsterdam, containing among other things some account of the present troubles, and intended for prudent forwarding, and adds: "Mr. Hardenbergh is a Dutch clergyman who has been exceedingly instrumental in promoting the cause of America;— and the low Dutch clergy, both in this and the State of New York, are almost universally firm friends of these United States." The stay of General and Mrs. Washington during the winter of 1779 at Caleb Miller's, the Wallace house, next door to the Hardenbergh home, gave rise to a warm and enduring friendship between the soldier and the domine. Each was often the guest of the other. Washington's orders especially sustained the community in its desire for seemly conduct and good morals and freedom from trespass and damage. When the army and its officers were to leave, Dr. Hardenbergh on behalf of his church consistory addressed a letter to General

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Washington, June 1, 1779, expressing warm appreciation and thanks. A reply came at once:

“To the Minister, Elders and Deacons of the Dutch Reformed Church at Raritan,

Camp, Middlebrook, 2 June, 1779.

“Gentlemen, To meet the approbation of good men cannot but be agreeable. Your affectionate expressions make it still more so. In quartering an army and in supplying its wants, distress and inconvenience will often occur to the citizen. I feel myself happy in the consciousness that these have been strictly limited by necessity, and in your opinion of my attention to the rights of my fellow citizens. I thank you, Gentlemen, sincerely for the sense you entertain of the conduct of the army, and for the interest you take in my welfare. I trust the goodness of the cause, and the exertions of the people, under Divine protection, will give us that honorable peace for which we are contending. Suffer me, Gentlemen, to wish the Reformed Church at Raritan, a long continuance of its present minister and consistory, and all the blessings which flow from piety and religion.

G. Washington.”

Two years later, 1781, Washington visited Hardenbergh at Rosendale if appointment made in letter still extant of Washington's secretary, Richard Varick, was carried out.

All this time, however, was Queen's College really maintaining itself, and, if so, where? The letter of John Taylor to Governor Livingston in 1779 shows that examinations were then being held, that the work was being carried on at that time. Other than this, little evidence appears touching this time, so confusing to academic life, save that, meagre

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but intimate and interesting, given in the John Bogart Letters which introduce to us a man who took his place of distinction in the annals of early Queen's, a man who in the latter years of the decade kept alive the academic work of school and college when it was threatened with extinction. John Bogart had come to Queen's College from his home in Somerset County, at the North Branch of the Raritan. His routine studies were interrupted for a time at least by the war's descent upon the college, but he was ready for his degree in early 1778. His health was frail but he intended to study for the ministry, and on securing his degree, or perhaps even before that, he began to teach, assuming charge of the Grammar School of Queen's College. Carrying on this work, he could not fail in time of emergency to be called on for work in the college; and for a time, or at different times, he was the acting tutor of Queen's College itself. Almost a century and a quarter after his college days, a bundle of letters preserved in his family without examination came into the possession of the Reverend Charles T. Anderson, at that time minister of the Dutch Reformed Church at Bound Brook. When finally untied and opened by Mr. Anderson, the bundle was found to contain forty-two letters written to John Bogart and five written by him within the period, 1776 to 1782. They are now in the possession of Rutgers College. The writers, save one, were Queen's College friends—students, graduates, tutor, president; most of them became distinguished in war, politics, or professional life. The letters are not in any way remarkable; but they show something of the customs of the times and tell something of the affairs of war; and they give some glimpses of the life of Queen's College and some facts or hints of college affairs which, in the dearth of other evidence, are of great worth.

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Simeon De Witt in one of the letters says that he left New Brunswick in December 1776, in so far confirming the tradition that the students were scattered, that college work was stopped, by the incoming of the British Army. That the sessions of the college were not resumed that winter or the succeeding summer and that they were resumed the succeeding fall may be fairly inferred from letter of Simeon Van Artsdalen, student, written from Northampton, Pennsylvania, October 1, 1777: "I was pleased to hear that College was again to be opened, that we might once more have the opportunity to pursue our studies under our former Tutor, and I should have attended immediately had not the will of providence been otherwise. As the Jersey Militia seem to be in general on the march it is a matter of uncertainty with me whether Mr. Taylor is with you or with his Batallion"; and from his letter, October 13: "The thoughts of returning to Jersey to prosecute my studies and enjoying the company of my dear associates often times render me happy after having been depressed on account of the present tumult of war. . . . When I received your first letter and heard that college was to commence," etc. If, however, the sessions were resumed at that time, it was probably not at New Brunswick but at North Branch where the college was surely at work a little later. The letters of this time, 1776, 1777, and early 1778, are addressed to Bogart at North Branch; he at least was there; Van Artsdalen is not sure whether Taylor is with his battalion or with Bogart. Simeon DeWitt writes Bogart, February 14, 1778: "You tell me you expect to be examined for a Degree. Since I left you I never heard you had any such Creatures as Examinations among you. Pray what is become of Queen's College? The Athenian, the Polemical Societies?" Van Artsdalen writes, June 25, 1778: "I am glad to hear

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that now you have finished your academical studies, you are willing to take others by the hand and lead them through the rugged road of Science. May heaven smile upon your endeavours and grant you success in your important undertaking!" Bogart had been studying, then, and under Taylor, it would seem, Taylor staying at North Branch at every opportunity. And he was not the only student. James Schureman, writing from New Brunswick, July 27, 1778, gives his respects to Messrs. Lansing and Taylor; and Simeon De Witt, in postscript to letter, October 8, 1778, gives his compliments to all friends, "Lansing, Van Artsdalen, Van Wyck, etc., etc." These last two letters, however, are addressed to Bogart at Raritan, for he had gone there, on completing his studies, to take charge of the Grammar School, which also had taken its departure from New Brunswick.

For the time, however, from May 1778, there is clear evidence of the college at North Branch, more than the hints given in letters. The New Jersey Gazette, May 13, contains, the notice: "*The* Public is hereby informed, that the business of Queen's College in New Jersey, formerly carried on in the city of New Brunswick, is begun at the North Branch of the Raritan, in the county of Somerset, in a pleasant and retired neighborhood; lodging and board may be had in decent families at 30 1. proclamation money, per annum. All possible care will be taken of the youth sent to this institution, both as to their instruction and accomodation. The gentlemen who should incline to send their sons to this institution, may apply to John Tailor, A.M., Tutor at the place aforesaid." The same paper, January 27, 1779, announces that the business of the college is still carried on at the same place, and adds: "This neighborhood is so far distant from Headquarters that not any of the troops are stationed here,

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neither does the army in the least interfere with the business of the college. The Faculty also take the liberty to remind the Publick, that the Representatives of this state have enacted a law by which Students of Colleges are exempted from military duty." This is the first known mention of a faculty in connection with Queen's College; it meant then, and for a considerable time thereafter, not the teaching staff, but the men in immediate control and oversight of the institution, such committee of the trustees as was named at the beginning, Hardenbergh, Leydt, and Van Harlingen, the very men who may still at this time have composed the faculty.

With this formal notice of the college at North Branch under Taylor, is found like formal notice of the school. The New Jersey Gazette, June 3, 1778, contains it: "The publick are hereby informed that a *Grammar School* is opened at Raritan, in Somerset County, where decent accomodation for young gentlemen may be had at the moderate price of 30 l. per annum. particular attention will be given to instruct the youth in writing and reading the English language with propriety. The Faculty of Queen's College having the care and direction of this school will make it their particular business to attend to the education and conduct of the youth. Those gentlemen who shall chuse to send their sons to this school for instruction will apply to John Bogart, A.B. at said place." Bogart, then, had received his degree that winter or spring, although the usual time for Commencement with the granting of degrees was in the fall. It is plain, also, that the teaching of English to the boys from the Dutch homes continued a matter of first importance. Nor was it a matter of second importance that the students of the college be kept in training for the possible call of the country, be kept fit to

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fight, even though by law they were exempt from service—a chosen group to be spared as far as possible for the country's best welfare. The college had been at North Branch for more than a year when Taylor wrote from that place to Bogart at Raritan, July 2, 1779: "In consequence of a letter received from Eliz: Town I am under the necessity of going off to-morrow morning to take the command at that Post. . . . as Tutor of Queen's College and Lt. Colonel of the State Regiment I desire you will parade next monday morning at the N Branch and do me the favour, and your Country service by taking care of the students. I have mentioned the matter to several of the Trustees and they appear to be perfectly satisfied with your undertaking the business, and the students are well contented with it."

The place, North Branch of Raritan, where the college was thus carried on, was not the North Branch of the present day, but about four miles from it, on the road from Raritan to the present Readington and about the same distance, four miles, from each. The church of the North Branch was organized in 1719, its building was erected at that time, and Domine Frelinghuysen preached the first sermon in it, February 21, 1720. In 1738 the organization was moved and became the church of Readington; the church building grew old with disuse; but, standing at the revolutionary time, it became the home of Queen's College. It was built of logs, with a frame addition, and stood on the hill at the right just above the bridge at the joining of the north and south branches of the Raritan on land later the John Vosseler farm and now a part of the large estate of Mr. William Bradley. The road, changed from its line of the early time, now runs very close to the spot where the church stood; the foundations of the building were unearthed and some grave

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stones turned up when the field was ploughed years ago. Imagination pictures the students assembled there in the old church with Taylor and with Bogart. Tradition almost as strong says that they assembled in the house almost opposite, the house at that time of John Baptiste Dumont, later the house of John Vosseler, rebuilt by him and still standing, in part the original erection. It may well be that Taylor or Bogart stayed in that house, perhaps some of the students also, and that classes sometimes met there. Other story is that the students chiefly stayed in a house, part of the frame of which is still standing in the Winant house, about one hundred yards north. It may be assumed that the old church, unoccupied, was in no small degree the reason why the place was chosen when New Brunswick was to be left for a time; another reason was that Bogart's early home was near there.

The college remained at North Branch through the summer, and on until November; Simeon DeWitt writes Bogart there from the camp at New Windsor, July 25, 1779, saying that he would prefer to be at North Branch, "because there are a Parcel of Clever fellows there"; and Nicholas Lansing writes from Albany, August 2, giving his compliments to Mr. and Mrs. Dumont and to Mr. Taylor.

Commencement in 1778, however, was back in the old college town. The New Jersey Gazette, September 2, 1778, has the announcement: "*The Commencement of Queen's College*, in New Jersey, is to be held at New Brunswick on Tuesday the 15th day of September. The Trustees are desired to meet at the same time and place—as some necessary business is to be dispatched before the exercises of the day begin, it is expected they will give their attendance early in the morning. It is hoped the Trustees will generally attend as some important matters respecting alterations and amend-

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ments in the charter will be submitted to the consideration of the Board.

Jacob R. Hardenbergh, Clerk."

This is the first call of the trustees known by advertisement since 1772 save one in 1776. The appointment of the meeting and of Commencement in the central place was natural even though the college work might linger at North Branch. That there was no intention of immediate return of the school from Raritan appears in a further announcement in the same issue of the Gazette: "The *Advertisers* of the *Grammar School* at *Raritan* beg leave to inform the Publick, that the price of board therein mentioned was regulated according to the price of provisions as limited by the Regulation Act of this State: But as this act has since been suspended, they count themselves no farther responsible for that part of the advertisement." The price plainly was to go up and some usual reaction from that sort of thing was plainly anticipated. The return of the college is announced by John Taylor, October 29, 1779; there had been vacation since Commencement: "Notice is hereby given that the Grammar School at Raritan was opened last Monday, and that the vacation of Queen's College will end on Thursday, the 4th of November, when the business of said College will be again carried on at New Brunswick. Boarding may be had at each of the above places at as low a price as in any part of the State. Parents and guardians may be assured of the greatest care being taken of the youth, and that proper attention will be given to every branch of English education." If the work actually did begin at the appointed time in New Brunswick it did not stay there very long; perhaps other decision was reached at the moment; perhaps there was change early or later in the winter; times were still out of joint and the best

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place was an open question. DeWitt writes Bogart from Morristown, January 10, 1780: "Pray sir what is become of Johnny Taylor. I have not heard or seen anything of him for a long time. . . . I have not yet for certain heard where you have made your place of Residence, whether at Brunswick, Millstone, or Raritan." Millstone, or Hillsborough, it was in any case, where the college held its sessions as spring came on; Bogart himself writes to Jeremiah Smith, student, Millstone, March 1. Taylor himself writes Bogart from Millstone, March 9, requesting him to take charge of a student, "there being not any here of the same standing." The trustees in April were called to convene there. In May there is official announcement of this location of the work and, at the same time, of the school as back in the city: "The vacation of Queen's College at Hillsborough, in the county of Somerset, and of the Grammar School in the city of New Brunswick, is expired; and the business of each is again commenced." The trustees were called to meet there again in September.

Millstone, known also as Hillsborough, the name of the township, is about eight miles from New Brunswick, to the west. The church was organized there in 1766, known as the church of Hillsborough, or of New Millstone, old Millstone having been the present Harlingen. The court house of Somerset County was there from 1738 to 1779; the first court house was at Six Mile Run, built in 1716 and burned in 1737; the court house at Millstone was burned in 1779 by the Queen's Rangers in their raid under Simcoe the day of their burning the Raritan church. The court house and the place, of much interest for many things, are famous in the constitutional history of the United States. The Supreme Court of the state sometimes met there; and, in session there,

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September 1779, just when the college was about to go there, it rendered its decision in the case of *Holmes vs. Walton*, the first affirming of the principle ever since maintained in all courts of the land, that a legislative body must keep within the limits set for it by charter or constitution, that the laws enacted by the legislative branch of the government are subject for the determining of their meaning and validity to the courts, the judicial branch of the government; a principle fundamental and supreme in our national order and welfare. Frederick Frelinghuysen's home was now at Millstone. There was the Van Harlingen house, home of the brother of the first domine of that name and father of the second. The college had been fixed in the city of Leydt; it had stayed for a time in the neighborhood of Hardenbergh; now it visited in the land of Van Harlingen, the third member of the original supervising faculty. The work, as tradition goes, is wholly associated with the Van Harlingen house; there the classes met. The house was still standing a few years ago, decayed and unoccupied, near the East Millstone bridge, facing it from the road which runs at right angles. The younger John M. Van Harlingen, while minister of the Millstone church, 1787 to 1795, and later, while teacher of students for the ministry, occupied the house. The brass knocker from the door of the house is in the historical collection of the college.

Whether college sessions continued at Millstone until permanently maintaining again at New Brunswick or, possibly, went back for a little time to North Branch is not quite clear. The school had returned to New Brunswick but Bogart had not returned with it; he was at North Branch. Simeon Van Artsdalen, student, writes Bogart from Hillsborough, June 5, 1780; but, when DeWitt writes Bogart from Mor-

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ristown, June 26, he gives his best compliments to college friends as if they were at North Branch, to "van Wyck, Van Artsdalen, Cortland, Blauvelt etc., etc., etc., and all my Acquaintances. But not to Taylor as he abominates Every resemblance of formality." At which place were the students that summer? Van Artsdalen and Smith were to graduate that year, for Smith in a letter, August 12, says: "now to prevent the trouble of another meeting [of the trustees] after our examination for the purpose of conferring degrees they have wisely concluded it best to examine Mr. Vn Artsdalen and myself the day preceeding the meeting of the trustees which is friday the 8 of Sept. so you see that I have little more than three weeks to prepare for examination."

In 1781 the college was back in New Brunswick for Timothy Blauvelt writes from that place, September 29, concerning the preparation of the diploma he was to receive; and in early 1782 renewed correspondence from Taylor is dated there.

Who then were some of the men Queen's College was educating in those earliest days? What part did any of them, students or graduates, play in the affairs of war? The story of the revolutionary time is not confined to the vicissitudes of the college itself and the patriotic zeal of Hardenbergh, Fisher, Frelinghuysen, and Taylor, at the head of the institution. One and another who sat at the feet of such leaders were to give good account of themselves, to quit themselves like men; and when the days of peace came were to go on to distinguished service in state or church. There are scarce thirty names in all, some of them only names, which have come down from the roster of those first ten years of Queen's College; but it was abundantly

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worth while to have wrought with such stuff, with men of their stamp though so few.

There among the very first was James Schureman, grandson of the Schureman who had come from Holland as schoolmaster with Frelinghuysen in 1719-20. His father, John Schureman, was a leading citizen in New Brunswick, to the fore in all affairs of city and of church, a trustee of the college, and member of its committee, the faculty, from 1782, and for years treasurer of it; he became very active in the revolutionary cause, a member of the Provincial Congress, 1775, and a member of the Committee of Safety. James Schureman, graduate of 1775, stepped from the college hall at once to the country's service. He was active in the immediate military organizing of New Brunswick and was at once a second lieutenant in Captain John Taylor's company in Colonel John Neilson's battalion of minute men, and later became a lieutenant in the army. In 1777 he was captured by British cavalry, confined in New Brunswick, and then in the Sugar House prison in New York from which he escaped, digging his way through the wall. He it was, it is said, who in 1779, in the company which met Simcoe's raiders at the edge of the city, saved Simcoe's life by the turning of his fellow-soldier's bayonet. After the war he played large part in the life of the city, state, and nation. He was a merchant, an elder in the church, president of the bank, mayor of the city. He became a member of the General Assembly of New Jersey, then a member of the Senate and Council. He was repeatedly a member of Congress between 1789 and 1813, and from 1799 to 1801 he was a senator of the United States. He became a trustee of Queen's, was secretary of the board for some time, and treasurer of it for many years.

Simeon DeWitt's name stands high in the story of the war

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and in the service of the nation thereafter. He had come from his home in Ulster County, and after training in the classics under the Reverend Dirck Romeyn, to Queen's College and was completing his course for degree in 1776 when he left at the coming of the British; John Taylor writes him, June 14, 1778: "I wrote to you the other day and desired you to prepare an English Oration for Commencement. I will inform you that the Faculty have met since and have conferred upon you the honour of speaking the Salutatory Oration which you know must be delivered in the Latin Language. We shall therefore expect a Latin and an English Oration from you on the 14th day of next September at N. Brunswick." His diploma, however, is dated October 5, 1776. At the organizing of a battalion in Ulster County to join the army under Gates, he enlisted; he was in several engagements and was at Saratoga at the surrender of Burgoyne. At home for a time after leaving New Brunswick, he continued the studies of his special choice, mathematics and surveying, in which he had been well trained by John Taylor and in which he showed special proficiency. In 1778 General Washington inquired of DeWitt's uncle, General James Clinton, for a topographer; and DeWitt, who was a great favorite with General Clinton, and with Governor George Clinton as well, was suggested. He became at once assistant geographer, and in 1780 at the age of twenty-four geographer of the army, holding this office until 1783. He was asked in the letter written to him by Washington at New Brunswick to survey the road southward, August 29, 1781, and he was with the army in that last campaign and at the surrender of Cornwallis at Yorktown. After the war he gave most distinguished service to the State of New York in scientific, educational, and material ways. From 1784 to 1834 he

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was surveyor general of the state. He was a regent of the state, 1789 to 1817, vice-chancellor, 1817 to 1829, and chancellor, 1829 to 1834. He was one of the engineers planning the Erie Canal and one of those planning the development of New York City. Washington continued always his active regard for him. In 1784, in some matter of claims before Congress, Washington wrote to Jefferson: "I can assure you, Mr. DeWitt is extremely modest, sensible, sober, discreet, and deserving of favors. He is esteemed a very good mathematician." Jefferson was at that time drawing an ordinance for the survey of all the national territory; it is probable that he then received from DeWitt the suggestion of the method by which the public lands should be divided. DeWitt has been regarded as the author of that system which has proved so singularly important in the development of the western country, a system by meridians and intersecting parallels clearly defining a small homestead, defending property rights, and promoting gradual occupation. He also established a system of meteorological observations. In 1796 he was nominated to be surveyor general of the United States, but he declined the office. Washington in a letter, September 12, 1796, referring to the action of Congress looking to the disposing of ungranted lands northwest of the Ohio and to the appointment of a surveyor general for the work, said: "You may have heard that Mr. DeWitt, who was Geographer of the army at the close of the war, after the decease of Mr. Erskine, and at present Surveyor General of the State of New York (a man of profound knowledge in mathematics and sufficiently skilled in astronomy) was nominated to that office and has declined the acceptance of it." He became interested in the land where Ithaca now stands, owned most of it, and by liberal disposing

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of it promoted the growth of the town now so well known as the site of Cornell University. He died there and was buried there; and an historical tablet is erected there in honor of him. He was an original member of the Society of the Cincinnati. He was a leader in the early scientific attention to mechanics and agriculture; he was president of the Society for the Promotion of Agriculture, Arts, and Manufacture in Albany; and in 1819 he published a paper, "Considerations on the Necessity of Establishing an Agricultural College and having more of the Children of Wealthy Citizens educated for the Profession of Farming," perhaps the first proposal of this sort, and a remarkable forecast of the state agricultural colleges, the first of which was not actually founded until 1856, in Michigan, and of such institution in New Jersey from 1864 at the Alma Mater of this classical student of its beginning time.

Jeremiah Smith came from far New Hampshire, probably through the influence of David Annan, of the class of 1775, who had gone to Peterborough. He enlisted in the Revolutionary Army, saw active service and was wounded at the battle of Bennington when scarcely more than a boy. He entered Harvard College and later changed to Queen's where he was graduated in 1780. He returned to New Hampshire and his service to his state was singularly prolonged and greatly distinguished. He became a member of the Legislature and of the Constitutional Convention and was effectual in their work. He was four times member of the Congress of the United States; and he then became United States district attorney for the state. He was appointed judge of probate, then a judge of the United States Circuit Court, then chief justice of the Superior Court, then chief justice of the Supreme Court of New Hampshire. For one term he

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was governor of the state. In the course of his active law practice he was associated with Mason and Webster as counsel in the celebrated Dartmouth College case; he became a trustee of Dartmouth; he became also president of the Board of Trustees of Phillips Exeter Academy. He was a brilliant student of law and a devoted servant of its best procedure. To him is due in large measure the change of the administration of law in his state from a condition of disorder, even chaos, to an organized and scientific system. A volume of his judicial decisions was published in recent years. He was always a lover of books and lived among them at Exeter preserving all best traditions of the classical culture of his Alma Mater. By remarkable longevity, his own and his son's, his son, Jeremiah Smith, long time professor of law at Harvard University, was still living in 1921, a son of the Revolution, one of the very last in the life of our country.

And there were other soldiers in that little group of earliest Queen's College students. The record is not all clear. It is not sure that we have full roll of the students of the time. It is very sure that we have not full record of all the men whose names we have. But these men and these services are known. Henry Harris Schenck, Jr., became a physician and was a surgeon of militia, 1776 to 1781; and he served in the War of 1812 also. John H. Schenck was a lieutenant and rose to be a colonel in the American Army. John Stagg, Jr., was a captain of minute men and later a lieutenant in Colonel Oliver Spencer's continental regiment; he later became sheriff of New York; he was active in the Society of the Cincinnati, often an officer of it. Isaac Stoutenbergh enlisted as a private, was promoted to be major, and then lieutenant colonel 1776; he was a member of the Provincial Congress, New York, 1775 to 1777, was later a state senator, and still

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later a commissioner of forfeited estates of Tories. Samuel Vickers became a physician and served as surgeon of several regiments; he was senior surgeon of the flying hospital.

Nor will it do to leave out of the roll of distinction men who went at once to stand in the pulpits of the churches. That work had to be done; and, as Governor Livingston said, virtually all the Dutch Reformed clergy were with the patriot cause. Their message to the people in the great emergency may fairly be imagined. These Queen's College men were men for no light work. Matthew Leydt, son of the New Brunswick domine, the first graduate of all, 1774, was pastor in New Jersey for a time, and then at North Hampton and South Hampton, Pennsylvania, but he was not destined for long service; he died nine years after graduation and is buried in the old graveyard near the church in which he preached. Nicholas Lansing came from Albany and he went back to a church in the upper Hudson Valley, and then to old Tappan where Domine Verbryck had preached in the earlier years and fought for the founding of the college; and there for fifty years he served, preaching until the Sunday before his death at the age of eighty-seven, a man of marked individuality, of great pulpit power, and of widespread influence, and honored by the church as president of its General Synod. Simeon Van Artsdalen came from Pennsylvania, and after his study of theology and ordination to the ministry he became at once minister of the church at Readington, the church which had been earlier at North Branch where Taylor and Bogart had been teaching and Van Artsdalen no doubt studying just before. So remarkable was he in ability and in preaching, so devoted in his pastoral work, of such sterling character and spiritual life, that he was almost at once called to be the minister of the church in New York City; this call

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he declined, giving as the reason his youth. He was chosen a trustee of Queen's College in 1783. He, like Leydt and unlike Lansing, was not destined for long service; he died in 1786 and is buried in the yard by his church.

It is of important concern what the college was doing as well as where it was working, of some concern what was the work of undergraduates in that early day. Again the sources of such little light as there is are the few letters to John Bogart from his college friends and his to them. The college work, students being few and standardizing institutions unknown, was of no inflexible sort. There were certain things to be done, the students were of varied attainments, and the studies were quite personally adjusted. Such personal adjustment of the course and the close personal contact of the tutor with each man must have been of inestimable value to the student. John Taylor tells the situation, the men, the studies, the primitive equipment, in graphic way when, in asking John Bogart to take charge, 1779, he writes: "Mr. V Arsdalen will return I expect sometime in august when you will set him at natural Philosophy but I expect to see you before that time—The sophomore Class are reading Euclid, I would advise that they read the Three first Books before vacation and the third Book of Xenophon. I think it will be best to set them at Xenophon half the Day, let their lessons be short, and particular attention paid to grammar, I judge it will be best to construe their lessons;— Messrs. Blauvelt, Smith & Bray should study whole numbers in arithmetic, and V Wyck Logic. I will leave a compend of arithmetic with V Wyck, I have spoke to Mr. Eastburn in Brunswick to procure for me three Blank books for them to write Arithmetic which you will send for if you please;— Bray is behind in Euclid, I would therefore advise that he be kept at it the whole time

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while the others read Xenophon, he has read the third book of Xenophon. I have spoken to Mr. Brinson to make a black-board, and have procured lamp black, you will hurry him on, and get Col D Vroom to paint it.—and keep an account of the expence.

“Mr. Remsen is reading Geography I think it best for him to go thro; it and then review it, and study the Introduction which he omitted when he began Geography, after he has done with that let him study English Grammar, you will find a compend in the old Chest, or in the closet, you will make any other additions to it you shall see fit, for assistance I would recommend to you Johnston’s Dictionary, & South’s Grammar—Messrs. Courtlandt & Crook are reading Virgil & Greek Grammar. I did not intend they should read above 3 Eniads before they began to review the Eclogues and Cicero—V Harlingen & Stewart are reading Greek Grammar, I would advise to keep them at it untill they have got it, and then let the four begin Greek, and review Latin together, be pleased to hurry them on in Greek.”

It not being easy to get a black-board or other working equipment, it was equally difficult, it appears, when the work was done, to get material for the diploma; each man seems to have had to look after the matter for himself; and, in the last part of the period in any case, Bogart was depended on to prepare the document, probably because he was or had been an assistant tutor, or because he was a handy man with his pen, or because he was a kindly soul willing to do the work for his friends. Jeremiah Smith writes him in 1780: “I am at a loss respecting a Diaploma—I have no Parchment nor do I know where to get any—if you know of any—you would oblige me much if you would procure it for me and prepare it for signing.” Timothy Blauvelt writes him the

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next year: "Mr. Henry will call upon you with some Parchment which I am induced to send to you to write my *Diploma*, your doing this shall at all times lay me under a sense of obligation for the favour, I hope sir you will comply with my request; if not the disappointment will be great, since I know no person who is capable of performing it, but provided it is not in your power Mr. Henry must return the Parchment." Matthew Leydt writes him the year after that: "Agreeable to promise that you would endeavour to write my Master Degree, I take the Liberty to transmit you the parchment for that purpose;" and he gives the Latin form that is to be used.

Though the number of students was so small, literary societies were established at once. Such was the custom of the early colleges; and some societies of early founding among them gained great distinction and still endure. When Queen's College, fifty years later, made new start as Rutgers College, the Philoclean and Peithessophian societies were at once founded, destined to be of great and lasting importance in the college life. The Bogart Letters tell of the original Queen's societies. DeWitt writes asking what has become of the Athenian and Polemical societies, and again sends his compliments to all members of the Athenian society, and again sends them to all the Athenian boys. John Stagg writes asking to be remembered to the gentlemen of the Athenian society. John Taylor in a letter to DeWitt says: "The Athenian begins to move on as usual." John Bogart himself, in the course of some serious reflection, writes Jeremiah Smith: "Rusticity is certainly no virtue. . . . but Politeness always conciliates affection, and if united to wisdom and virtue it ever commands respect. To acquire these accomplishments our Athenian society was instituted and it cer-

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tainly has a great tendency to purge the incorrect in our discourse, and also to give us a certain dignity of behaviour, which has a great influence on the wise and judicious of our own Sex." To this excellent praise of speech and manners he adds at once, however, his compliment to the other sex: "But as we must necessarily have communion with the other half of our Species, and we have a strong natural propensity to please them, you must often have observed with myself that these accomplishments make but very slight impression and that a very different conduct is necessary to gain their esteem. Whether it is owing to something in their very constitution; or arises from a principle of Self Love, and a fondness of adulation which approves of everything that seems to imitate themselves, that the finical and vain are their peculiar favourites, I will not take upon me to determine. But this I think is undeniable that a gay dress a few trite old sayings. . . ."

The society surely had its serious purpose, its intellectual activities and excellent achievements. That it had its less serious hours or that, outside of it, there was the zest of carefree and lively friendship, might well be assumed and plainly appears. Even the serious-minded Van Artsdalen writes from the midst of war conditions that depressed him: "When I compare the present time with that which is past and reflect on the agreeable hours we have spent all together at Brunswick, and more especially in our society meetings of various kinds, it causes me now in my solitary moments to hang my head like a willow." David Annan, of the class of 1775, writes to Bogart and Van Artsdalen in happy memory of hours to him of more vivid color: "The very mention of your names diffuses a joy over all my mind and makes me wish to be in your presence. . . . As soon as I come into your

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room, I see you immediately smiling and one of you running away and getting a pipe, while the other makes all preparation to drown our cares with a flowing bowl. I among the rest seize hold of it, and take a hearty pull. . . . This is a specimen of some of our agreeable and merry scenes. Whenever I feel dull or heavy, I immediately imagine myself among the midst of you, when all my Lethargy is instantly expell'd." When Bogart answers him he has to acknowledge his share in the cheerfulness, but must remind his old friend that it was all within bounds: "Every line was so agreeable to your former conversation that it brought so many of our merry Scenes to mind and diffused such an agreeable hilarity over all my Soul, that I almost imagined myself in your presence. . . . Those agreeable Scenes which you mention I often reflect upon with pleasure as they were conducted with reason & decorum, and were necessary to dispell that Gloominess which close study naturally contracts"; and he must remind the jovial Annan that there were serious things in those days not to be forgotten: "But Good Sir, when I look back on those hours which we have often in our Rooms conversing on Subjects which immediately related to our conduct in Life and others of the greatest Importance. . . . it affords me the highest satisfaction." Moreover if Bogart was disposed to look askance on the wiles necessary to please the ladies, it is quite plain from the letters that DeWitt did not look on the matter in that way, was constantly alert in the matter, and quite able to fill out that which was lacking in Bogart and any others like him.

The college life of those early days, one hundred and fifty years ago, shown in this correspondence, was a life of genuine interest in the studies of the time and of eager sharing in discussion of the problems of the common life. The classics,

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language and literature, were in the foreground, making them men of culture. Philosophy and logic were a favorite theme and a welcome exercise of mind and conversation. Natural philosophy and mathematics held their place in the plan of liberal arts and sciences. Surveying gave, perhaps, the exercise of body in later times sought for in athletics. Student good fellowship in a society of debate and discussion was a school of public speech later to well justify itself in the pulpit, in the forum, and at the bar. Social life, the society of ladies, was given its full share of time and ardent attention. Humor abounded. Theology and religion refused to take a second place in the outlook of these future leaders of men. Patriotism, love of country, distress at its confusion, zeal for its service, breathed in all the word they interchanged, and a watchful familiarity with the affairs of war and government.

CHAPTER VI

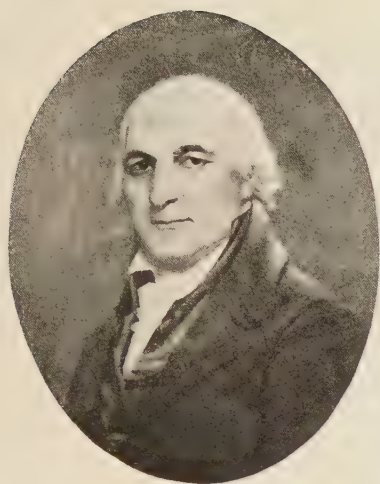
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As the new decade began, the second too of the college work, amendments to the college charter were secured from the Legislature of New Jersey. The call of meeting of the trustees in 1778 stated that some alterations were needed and would be considered. It was necessary, for one thing, that in the new independence of the nation, the old oath of allegiance to His Majesty and the Kingdom of Great Britain should give place. An act of the Legislature, June 5, 1781, recites the granting of the charter of Queen's College in 1770 and its laying before the Legislature at this time, accompanied by a petition of the trustees of the college asking changes in the charter and a confirmation of it; and the act provides that an oath of allegiance to the United States of America be substituted for the old oath in the qualifying of trustees. Other alterations also had apparently been asked for. The Legislature goes on to provide that notice of meetings of the trustees be given in paper of New York or New Jersey, not of New York only; that the requirement that ordained ministers be never more than one third of the board be revoked; that the office of president, belonging to the governor when present, do not belong to other state officers; and that the granting of degrees be extended to any degrees granted by any other college or university. The Constitution of 1776 had made the governor the president of the Council, so the four ex-officio trustees had been reduced *ipso facto* to three.

In 1781 the college was back in New Brunswick in charge

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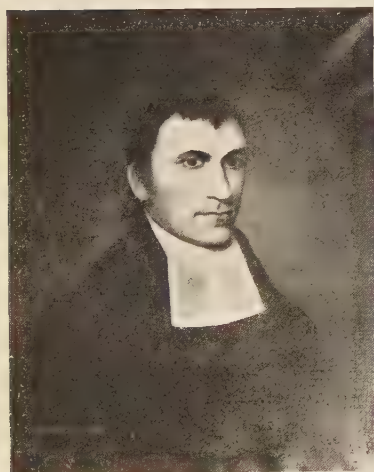
of John Taylor. The Grammar School also was there, having returned, perhaps, some months earlier than the college. John Bogart had not returned with the school, and its work in the city now introduces us to another of the afterwards famous men who served old Queen's. Andrew Kirkpatrick took charge of the school. He was of an ancient family of high rank in Scotland; his grandfather with his family, coming to this country in 1736, had made pioneer settlement in Somerset County at the present Mine Brook; he was born in 1756 and he was graduated at Princeton in 1775. He began, in accordance with his father's wishes, to study for the ministry; in six months, to his father's keen displeasure, he turned from theology to the law; but for several years he was a teacher. He taught in a family in Virginia and then in a family at Esopus, near Kingston, New York. He then came to the Grammar School of Queen's College, taking charge, it is probable, at once on its return from North Branch and serving "with reputation" until 1782, and serving again, 1784 to 1786. He resumed the study of law under William Paterson at New Brunswick and was admitted to the bar in 1785. It would be a happy thing, had we some story of the school under him for, if his later career tells at all his youthful powers, they were days of fine enterprise. After brief practice at Morristown he practiced in New Brunswick, made the city his home for the rest of his life, and in public life became greatly distinguished. From 1797 he was a justice of the Supreme Court of New Jersey, and from 1803 to 1804 he was chief justice. He was a scholar as well as a jurist. His judicial decisions were the work of a master in the law and of the forms of speech. Tall, commanding, handsome, in old fashioned elegant dress, he was the ideal judge in appearance. Jealous of the dignity of his office, he was given uni-



Andrew Kirkpatrick



William Linn



Ira Condict



John Croes

THE
JOHN CRERAR
LIBRARY

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versal and unvarying respect. He became a trustee of the college and of the theological seminary at Princeton. He was also an active and devoted trustee of Queen's College. He married the daughter of Colonel John Bayard; his home was at one time the house on the river just above Albany Street, originally the house of John Taylor, and later he lived at the corner of Livingston Avenue and New Street, the house where Professor Charles Edward Hart lived in recent years. His son, John Bayard Kirkpatrick, was graduated from Queen's in 1814; his son, Littleton, who became a trustee of Rutgers, was graduated from Princeton in 1815. The name of the widow of Littleton Kirkpatrick attaches with the Rutgers College Chapel, erected with funds bequeathed to the college by her. Andrew Kirkpatrick died in 1831.

The college was in depleted and precarious condition. The trustees, having in 1811 occasion to recite the condition consequent upon the Revolution, said that the building which they had purchased and fitted up at considerable expense became wasted and destroyed, their scholars were dispersed and their teachers devoted to other pursuits, many of their most able and best patrons paid the great debt of nature, and their treasury, the humble offering of piety and learning, sharing the fate of all monied interests of that day, became depreciated and sunk in their hands, so that at the close of the war they found themselves possessed of a naked charter and little else. It was a dismal looking backward from thirty years after, but it only exaggerated a little, no doubt, the state of affairs. Dr. Hardenbergh, founder and unceasing supporter, was leaving the New Brunswick neighborhood. His church at Raritan had been burned in 1779, and the congregation there were worshipping in a house; in 1784 they united with the county in the use of the new court house

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then erected; and in 1787 they erected their new church beside the court house on their present site. He received a call in 1781 from the churches near his old home, Marbletown, Rochester, and Wawarsing, near Kingston, and he accepted it. He must have thought the change of parishes a call of wisdom and of duty. He had added largely to his land at Raritan; he executed a deed providing for the proper disposal of it; he left his son there; and he went to his new home, quite distant from the college town. He would continue his ardent interest, he would attend meetings of the trustees, he would in time return to the college town itself; but at the moment his nearby help and influence were gone. John Taylor held on and, in most urgent words, he asked John Bogart, in 1782, to come to his help. Bogart had begun to study divinity in 1780 but now he had received a call to go to a Latin school which had been started at Albany, having been recommended by his old college friend, Nicholas Lansing, whose home was there. Taylor writes him March 3, 1782, that, Kirkpatrick intending to leave in the spring, the school at New Brunswick will be open to him, that there are twenty scholars with good prospect of increase, that if the number becomes twenty-five he will have, at £6 per annum, £150. He writes again, April 11, with strong feeling: "I wish you to think seriously of the matter, the School at this place will end I am fearful unless you shall consent to take it under your care. . . . I want you here that we may attempt a new plan, and make one great exertion to raise *Queen's College* from it's present obscurity, to grandeur and usefulness.—Think again—Think on a large scale—If the Grammar School at this place shall fail, with it tumbles Queen's College. . . . Col. Frelings & Mr. Freleigh are appointed by the *Faculty* to call upon you for a decided answer—Do not say *no*. Many

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a man has repented of that when it was too late." Then Taylor himself received an invitation to become the director of the academy at Albany, renewed invitation being given to Bogart to become a teacher in it. Taylor did not go but, for some reason, six months later he advised Bogart to go. That others than Taylor felt that the college was in peril, that students thought so, is plain. Michael D. Henry, who received his degree the next year, writes Bogart: "I suppose you have determined whether you go to Alb. or no by this time I hope the latter, or the flattering myself with the imagination or hope of your continuing while I am in College is entirely subverted. If you & Mr. Taylor leave it, figure to yourself the event why big with the fate of Queens-College. I predict a totle dissolution of it." He wants to assume that they will not go and that Bogart will be at New Brunswick as well as Taylor, and he speaks with feeling about his lodging place and even the always lively problem of the laundry: "Now Sir I am agoing to court the favour or honor of being a room mate of yours and if you grant it please to endeavour to prevail on Col. Taylor to lodge me if he objects on the account of inconvenience tell him I can put up with any if washing will be inconvenient I will obviate that by getting it done out leave him no source of denial or objections to take me."

John Bogart received his master's degree in 1782 and concerning him thereafter all is silence. He may have gone to Albany; probably not. He probably continued to study divinity and probably died before entering the ministry. His name does not appear in the roster of the Dutch Reformed clergy. His health was frail; his own words suggest it; Taylor wrote of his weakness as perhaps discouraging him from the Albany engagement, and, at other time, commending a student

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to his care, says that it will be "a recreation and amusement and prevent you from killing yourself before your time by too close application"; and Dr. Hardenbergh writes to him of the state of bodily weakness to which he is subject and of his hope that his constitution will gather strength. It can only be inferred that this scholarly and friendly soul passed on quickly after the brief and telling service of the school and college of Queen's in the trying times of the Revolution.

The minutes of the trustees, those up to this date lost in the confusion of the time, are in hand beginning June 12, 1782. Colonel John Neilson was president of the board, Peter Vredenburgh, clerk, and John Schureman, treasurer. At the meetings through the decade the office of president passed from one trustee to another; Colonel Neilson presided, or Domine Hardenbergh, or Domine Freleigh, or Domine Van Harlingen, or Azariah Dunham, or Abraham Van Neste, or General Anthony Walton White; and once or twice Governor Livingston was present to take the chair. At the Commencement of 1782 Dr. Hardenbergh presided and conferred the degrees; in 1783 the Reverend Solomon Freleigh was president of the day. In 1784, 1785, and 1786 there appear to have been no Commencement exercises. The trustees had the usual problems before them and dealt with them as if at a new beginning. They had some students to make their deliberations worth while and definite arrangements necessary. There were, in the fall of 1782, eighteen students in the college, four in the senior class, one in the junior, one in the sophomore, and twelve in the freshman; and there were twenty or more in the English school and in the Grammar School. This distinction between the two kinds of school, the two quite distinct arrangements, maintained still and for a

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generation more. Apparently the citizens of the town were regarded as having some special responsibility for the English school; it may have been of their founding; the college may have wished to place the burden upon them; for later on, in 1789, it is advertised in the New Brunswick Gazette and Monitor: "The inhabitants of New Brunswick who are entitled to vote for a committee in conjunction with a committee of the Trustees of Rutgers College to procure an English teacher in the College house are requested to meet for the purpose of appointing the committee for the Town as aforesaid at the house of James Drake on Wed. 25th inst. at six o'clock in the evening." In the Grammar School the trustees were fortunate at first in having Mr. Kirkpatrick as teacher and, after his absence from the spring of 1782, to have him return for a year or two, 1784 and 1785. When he finally left, John M. Van Harlingen, of the college class of 1783 and nephew of the trustee of the same name, consented to teach for a time; the Reverend Benjamin Lindsey, an Episcopal clergyman, followed in 1786. Students in the college, seniors, one after another had the school in charge. The place was difficult to fill and the frequent changes must have argued against the school's success. Two attempts were made to secure a teacher of already made reputation who later became still more distinguished. In 1783 and again in 1786 the trustees called Peter Wilson, then in charge of the academy at Hackensack; later, in 1792, he was under very definite consideration for the office of president of Queen's College. He was a Scotchman, educated at Aberdeen, who gathered in the academy early founded at Hackensack a large body of students and brought the school to high repute, who later had charge of Erasmus Hall, Flatbush, with equal suc-

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cess, and who became professor and provost at Columbia College. He was an ardent patriot, as well as rare scholar; he served in the New Jersey Legislature in the revolutionary time, drafted laws, compiled and revised them. He was an officer in the Dutch Reformed Church and so gifted in public address that he was asked to enter the ministry and even invited to accept a call to the church at Albany. Queen's failed of splendid strength when it failed to win Wilson to its staff, whether in school or college.

In the college the trustees were able to retain Colonel Taylor. But at the same time they were looking for "a person duly qualified to instruct in the English language, navigation, surveying, and arithmetic." They appointed a committee to confer with Colonel Taylor and ascertain what salary he wished. He asked £1 50 proclamation money for the succeeding year; and he asked it for the preceding year, that is from September 1781, which not only reminds them that he had been teaching since that time but also pointedly suggests that his salary has not been paid; arrears of salary unfortunately marked and marred the early college record of different times; the financial problem was a hard one; trustees had difficulty in collecting interest on bonds given to the college, and some suits were brought. A year later the trustees felt that they had some ground for criticism of their tutor, returning the compliment he had paid them. The fault found was with the formal conduct of his duties rather than with his quality of instruction. His long and much interrupted service may have induced a not very rigid schedule of class work; perhaps partial payments of salary encouraged partial delivery of service. A committee was appointed to wait upon him and say that they are informed that the business of the

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college has for some time past not been carried on with proper care and attention, that they cannot comply with his request for an increase of salary, that they wish him to continue, and that they have no doubt that, if the criticism of neglect of duty is in any degree well founded, amendment will follow; the committee reported that Colonel Taylor denied the charges and said that there were no established rules to direct his conduct; the faculty were directed to draw up a set of regulations; and the incident was closed.

To the faculty, that is the trustees' committee of superintendence, Mr. Freleigh and Mr. James Schureman had been added; and they were charged with the specific duty of fixing quarterly examinations in college, and in school as well, of being in attendance, and of reporting from time to time the state of each. The academic requirements were either still a little vague or in need of revision; the faculty were directed to fix upon the classic authors and the arts and the sciences with which the student must be acquainted to procure the first degree of Queen's College. The trustees further provided for what in later time are called special or partial courses, granting the privilege of a particular language or science to a student who might not wish the full course and who would receive a certificate instead of a diploma. The charges had to be determined; and the "price of education" was fixed at £6 for the full student and £8 for the partial student; at the next meeting, however, the first price was fixed for all; in 1789 it was voted that payment might be made in specie or paper currency. The question of board was a troublesome one, it appears. Record of trustees, February 26, 1784, runs: "Whereas it appears to the trustees, that the high price of board in the city of New Bruns-

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wick is highly detrimental to the interests of this institution, and may eventually prove its ruin, Resolved, That Messrs. John Schureman and Dunham be a committee to wait upon the inhabitants of this town and request them to specify on a paper of subscription by the said committee prepared for that purpose the lowest sum per annum which they will respectively take for boarding of students, and also the number each inhabitant will be willing to take in as boarders; and, that the said committee lay before this Board at their next meeting the paper so subscribed in order that other measures may be adopted for victualling and lodging the students if in the opinion of the trustees the inhabitants demand unreasonable prices." The information secured was that board "might be had in Town for a considerable number of students at the rate of ten shillings per week, and with the Convenience of a separate Room included at the rate of twenty five pounds per annum." Rules and regulations for the trustees were needed; and Mr. Frelinghuysen, Mr. Schureman, and the clerk were appointed to draw them up; these were received, amended, and adopted in 1784.

In the midst of what must have been much depression in the maintenance of the college and of a student body so small, it is rather a relief to have a hint of some diversion in the student life into the spirit of which the townspeople, there can be no doubt, entered with zest. Perhaps the joyous gatherings of the decade before, of DeWitt and Annan and the rest, continued. Perhaps "college plays" were well known in the early colleges of that time. In any case a small card has survived these many years, a card addressed to Dr. Berrian Riker, a man well known in New Brunswick and widely in that day, on some occasions a guide to Washington in New Jersey: "The Students of Queen's College solicit the compa-

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ny of Dr. Ryker and Lady at an exhibition of a Tragedy on Wednesday 19th Instant at 6 O'Clock in the Evening.

Brunswick		Admittance will
7 March		be obtained by this
1783		card."

The spirit of the students, perhaps only a score, in presenting a play commands much admiration. Or were they only sponsors of some traveling show, inviting their friends to enjoy it with them? To tragedy, anyhow, rather than to comedy their thoughts were turned. But humor was not wanting, or hint of further respite from the hard study which wearies the flesh; for the card of invitation, turned over, proves to be the eight of clubs, from a pack of playing cards. Finding a play congenial, the students were not altogether different from students of more modern day in some other things as well; for in the next year they presented an address to the trustees proposing sundry reforms in the "government of this seminary"; whether this added to the gloom, or to the gaiety, of the time does not appear.

An item of the time, only incident to the place and name of Queen's but of interest not to be ignored, is the publication of a newspaper with the imprint of the college. It was "The Political Intelligencer and New Jersey Advertiser, printed at Queen's College, New Brunswick, by Sheppard Kollock." Kollock was an early New Jersey printer of some note. He was at Chatham after the war and then moved to New Brunswick for broader opportunity and more active life. He formed a partnership with another well known printer of the day, sometime his apprentice, Shelly Arnett; and they printed their paper, 1783, at the old barracks. The printing was quickly transferred to the college house; or at

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least it assumed the college imprint; and this continued for a year or two. The partnership was quickly dissolved. The paper has its succession in the Elizabeth Journal. Shelly Arnett later established his printing and book shop in New Brunswick, which still later became the book shop of Abraham Blauvelt and then of William P. Deare and still later of Terhune and Letson. Possibly this is the first instance of a paper "printed at" an American college.

Among the anxieties of the time was the revived effort for a college at Hackensack. The people in that neighborhood could not quite accept the defeat of 1771 as final veto of a college there. The absence of substantial strength and large progress at New Brunswick must have encouraged a revival of their hope. The success and reputation of their Grammar School under Peter Wilson surely gave them a good ground of argument, a good start of effort. A bill was introduced in the Legislature in 1783, granting a charter for a college at Hackensack; it was not enacted, however. The idea was that the Reverend Dirck Romeyn, minister of the church at Hackensack, should be president and that Peter Wilson should be professor of languages. The call of Queen's on Wilson at that time was in some measure at least an attempted meeting of the issue. In 1788 the movement was still alive; a bill was again introduced in the Legislature; it proposed to provide a college for the education of youth in the learned languages, and the liberal arts and sciences, and for the conferring of degrees. The trustees of Queen's appointed a committee, Messrs. Frelinghuysen, Mercer, Schureman, and Van Deursen, to find out the terms of the proposed grant and whether they would be injurious to Queen's and, if so, to present to the Legislature reasons why it should not pass. Opposition also appeared from other sources, and in counter

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support of Princeton. Peter Wilson was in the Legislature at the time and he refused to become a supporter of the bill. This may have been through judgment on the merits of the case against the proposal; more likely it was due to the modesty and fine feeling of a high-minded man, his own name being inevitably associated with any such new institution. The bill again was not enacted, an issue due in some degree, no doubt, to the fact that he would not advocate it. Keeping pace with this movement for a new charter for a new college was an idea at Hackensack that the existing college might be moved there from New Brunswick; this probably would have been quite as satisfactory in 1783 or in 1788 as a new college; and in 1784 the church people there addressed to the General Synod of the Dutch Reformed Church, not to the trustees of Queen's College, a communication as to the possible removal; the synod, however, regarded the change of place as impracticable. Moreover, still another place was proposing itself as a proper site for a college, Schenectady. The consistory of the church there addressed a communication to the General Synod the same year, 1784, setting forth the reasons why an institution, especially supported by and serving the Dutch Reformed Church, should be planted there; and the synod endorsed the idea. What effect would this proposal or the fulfillment of it have on the fortunes of Queen's College?

All this time Queen's was without a president. Since 1771 it had lived and worked under tutors, under a faculty of the trustees, and under an occasional president pro tem. In 1775 the Revolutionary War had ended the negotiations for a president and a professor of divinity, one man, recommended by Amsterdam and Utrecht, and had ended the movement of the church to appoint its own professor of divinity. John

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Henry Livingston, nominated by Amsterdam, was still pastor of the church in New York. Now the war was over and the college and the church must again take up, each its own question. Will they act together, will they make choice of one man for the two offices, will Queen's College actually have the professor of divinity originally proposed for it as the teacher for the church? The event proves not.

Dr. Hardenbergh, even though now up the Hudson Valley, was still to be depended on for forward-looking and important action. He it was who called the attention of the trustees to the necessity of appointing a president. He it was who at the same time was mindful of the college's financial need. Just at the moment when he wrote to the trustees about a president he wrote to the old country about the college's support. He had been in Holland twenty years before about this thing and he did not give up the idea that some donations might come from the fatherland and, anyhow, he proposed that other institution should not get ahead of Queen's if he could help it. This letter was addressed to the Classis of Amsterdam, November 7, 1783, calling attention to the fact that Dr. John Witherspoon, president at Princeton, was about to sail for France to secure donations to repair the losses of his college wrought by the war and to increase its funds, and would likely go to the Netherlands for the same purpose, possibly with recommendation from the Dutch representative at Washington who had recently arrived at Princeton, Congress being in session there. Dr. Hardenbergh asks that careful judgment be exercised: "The government under the Crown of Great Britain did, years ago, grant a Charter for the establishment of a Seminary in that same State, for the use of the Dutch Reformed. This Charter has by the present government been improved and confirmed

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anew. The funds of this institution also have suffered a great deal. Expressly designed, as it is, for the benefit of our own Church, if it should continue to need the helping hand of kindly disposed friends, there is no doubt but that the well-to-do benefactors in our Fatherland would much rather bestow their gifts of love upon it, than upon a Denomination which might seek to use them to its detriment." In so far Dr. Hardenbergh was surely exercising presidential function, the office was not altogether going by default. It may well be that it was in this very connection that the trustees, February 26, 1784, directed a committee, Mr. Freleigh, Mr. Vroom, and Mr. Frelinghuysen, to prepare and bring in at the next meeting an address to Mynheer van Berkel who, it appears, was the representative of the Netherlands to our government. The tenor of this address is not told; no doubt it was to give discreet reminder as to the Dutch-born college on the Raritan. The trustees of Princeton had also framed an address to him, October 22, 1783, referring, in the course of it, to the fact that their building drew its name, Nassau Hall, from Holland.

In that same November, when he wrote Amsterdam, Dr. Hardenbergh wrote the trustees a letter, calling their attention to the need of making choice of a president; he was absent from their meeting, perhaps in thought that his own name might come under consideration. There seems to have been no longer any thought of a man from across the sea and there is no evidence that there was thought of the church's divinity professorship in connection with the president's office. The plan now was a combination with the local churches. John Leydt, pioneer in the college cause and minister of the church at New Brunswick and of the church at Six Mile Run, had died that year. It would be advantageous,

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financially, to call one man to the churches and to the college. The churches were agreeable to the arrangement but, of course, would have to be consulted as to the man to be called, and their wish would have to be met. The trustees met again promptly, December 17, 1783, Mr. Freleigh presiding, and, as might have been expected, voted that Dr. Hardenbergh was their choice, and that they would appoint him president if the consistories of the churches agreed. It was known, however, that the churches had some leaning toward the Reverend Dirck (Theodoric) Romeyn, who had been pastor of the churches near Kingston where Dr. Hardenbergh was now pastor, who had there prepared Simeon DeWitt for college, and who now was minister at Hackensack and Schraalenburgh. The two consistories, by request, attended with the trustees and they were informed of the choice of Dr. Hardenbergh. They, on their part, reported that they favored Mr. Romeyn; they withdrew for further consideration and returned with the same report. The trustees then accepted the choice of the churches and agreed to unite with them in the call to Mr. Romeyn. The trustees added that it was necessary that the president reside in New Brunswick, and as to this the consistories found it necessary to consult their congregations. At a joint meeting again, February 26, 1784, this plan was agreed to; and the trustees adopted a call upon the Reverend Dirck Romeyn to become the president of Queen's College. It is eight months later, October 14, when his reply is recorded, declining the call. In the same year he accepted a call to the church of Schenectady; in the next year the academy at that place was begun; and ten years later, 1795, the Union Academy became Union College; in the founding of the academy and the college he was the chief factor. Disappointed in their call on Mr. Romeyn, Queen's

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College and the churches made no further choice for nearly a year and a half.

Meantime the General Synod of the Reformed Church were to meet in the fall of 1784, a meeting of no small moment in the story of the church and American education. They met, October 5. They had before them an address from the trustees of Queen's College, commending the college to their interest and support; also the letter from Schenectady inviting the foundation of a college there; also the proposal from Hackensack of a founding there in event of removal of Queen's from New Brunswick; and their own paramount question of the theological professorate. A committee, of which both Dr. Hardenbergh and Dr. Livingston were members, was appointed to consider the situation and report; and action in accordance with their report was taken; namely, that the removal of Queen's College is impracticable, that the trustees should use all diligence to keep it alive and that the synod will help; that the offer from Schenectady is advantageous, that the place is convenient and at a sufficient distance from New Brunswick, and that the synod will support a foundation there to their best ability; that a professor of theology be appointed to whom students for the ministry may resort. Dr. Hardenbergh was made chairman of the committee to cooperate in the Schenectady behalf which, added to his presence on the committee making favorable report, makes it clear that he did not consider that a new institution there would be a detriment to Queen's, but that it would be simply an added instrument of the higher education. Could it be that the failure to elect him at once president of Queen's entered in at all? The synod went a step further and, after the many years of proposal and delay, actually elected their own professor of theology, calling to

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the office, as might have been surely expected, Dr. John H. Livingston. They asked the consistory of the church at New York to take considerate action in the premises, giving Dr. Livingston such opportunity as his parish duties might possibly permit for the new and very important office. He was to continue his service to the church there. Definite regulations were made governing the attendance of students upon his instruction. Dr. Hermanus Meyer was chosen instructor in the sacred languages.

Thus it was finally settled that the church would have its own professor—that the college would not need to elect a professor of divinity for the service of the church. Thus the theological seminary was founded, an institution separate from Queen's College, the first theological seminary in America, its location in the study of Dr. John H. Livingston in New York City.

The college having called Mr. Romeyn as president, paying no attention, apparently, to possible union with the church in common choice of a president and a professor of theology, and having failed to secure him, and the church having now elected Dr. Livingston as its professor, paying no attention, apparently, to possible union with the college in a common choice, and having secured him, the trustees now found themselves constrained to approach the synod in some spirit of at least inquiry as to possible union after all. John Schureman and Simeon Van Artsdalen were appointed a committee to present to the synod, in May 1785, a statement of the situation. They told of the college's difficult support, the detriment to its funds by war, the necessity of immediate endeavor to restore its resources, and the readiness of the trustees to unite with the synod on the basis originally proposed, 1773 and 1774. No doubt they were feeling their

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way toward a call of Dr. Livingston to come to New Brunswick as president as well as professor. The synod replied that they had been constrained to deviate from the plan originally adopted in concert with the trustees and to fix their professor's residence in New York. They added that they could not see the way clear to attempt collections for the college in the congregations but that they wished to see the institution raised from "its present state of obscurity," that they would aid in securing the interest of friends and that the appointment of a president at once seemed to them necessary. The trustees then acted promptly; they chose a president; and they secured the man of their first choice. At a meeting held June 7, 1785, they unanimously named the Reverend Jacob Rutsen Hardenbergh, D.D. A conference was had with the consistory of the church at New Brunswick; it was ready to call Dr. Hardenbergh as pastor. The church at Six Mile Run from this time was to have its own minister. The double formal action was taken; at the trustees' meeting, February 9, 1786, a letter from Dr. Hardenbergh, accepting the call, was received; and he became the first president of Queen's College in full office, after twenty-five years of incessant labor in its behalf and frequent service as president *pro tem*.

The trustees agreed to pay the expense of the president's removing from his home at Rosendale. He entered on the duties of his office that year, 1786, making his home in the college house at Albany and Neilson Streets. His care of the college students and of the church was not enough for his ambitious and self-sacrificing spirit, and he offered to take charge of the Grammar School students also for a time until the college students became numerous enough to demand all his teaching time; and a room for the school was especially

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prepared in the building. President Hardenbergh's first Commencement address has the quality of an inaugural. His manuscript of it is in possession of the college. No date appears upon it. That it was delivered in 1787 is indicated by the fact that it recognizes a single graduate and in 1787 there was one, Abraham Van Horne, while in 1786 there was none. Before introducing the candidate he "affords opportunity for relaxation of thought and renewed attention by the singing of a psalm." An address to the governor is in brackets on the margin of the manuscript; perhaps his presence was an after thought, and perhaps it was of uncertain expectation. A brief account of this Commencement is given by the Brunswick Gazette and Weekly Monitor of October 2. It does not refer to any address by the president. It does report, however, that speeches were made by students other than the one in the graduating class and lets us into some understanding why the relaxation of thought and the singing of a psalm were desirable. The editor had evidently stayed away. "Last Tuesday at 10 o'clock began the commencement of Queen's College, when a very crowded audience assembled at the Dutch Church; and we have positive assurances that the most perfect satisfaction was given by the students, who in the display of their oratory, we may, without exaggeration say, could hardly be excelled. The following were the subjects spoken on, viz. *On Eloquence*, in Latin, by Abraham Horne; *On the Evils of Avarice*, by Albert Oblenis; *On the Happiness of the Married State*, by Abraham Blauvelt; *On Friendship*, by Jacob R. Hardenbergh [Jr.]; *On the Pleasures of the Imagination*, by Walter Cole; *On Religious Liberty*, by Alpheus Freeman." The town in general was glad to avail itself of the talent at the college; on July 4, the same year, the Independence Day celebration had been

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at the Dutch Church, where, after a parade to the church, "two orations prepared for the occasion by Messrs. Walter Cole and Jacob R. Hardenbergh, students in Queen's College, were delivered with distinguished applause."

In 1788 there were four graduates and the account of that Commencement enlarges a little the view of the college affairs of the time which are in effect the college history. The same New Brunswick paper, October 7, 1788, relates: "On Tuesday last was celebrated in this place the annual commencement of Queen's College;—the procession was composed of the officers of the corporation—of the graduates—of the clergy and other literati from abroad in great numbers. The place of their meeting was at Mr. Drake's [Whitehall Tavern], from thence they proceeded to the Dutch Church, when they were seated the audience were entertained as follows, viz. 1—Musick. 2—Prayer by the President. 3. Salutatory oration in Latin, upon the evils of avarice, by Alpheus Freeman. 4. An oration in English, upon the advantages of a public education in preference to a private one, by Jacob R. Hardenbergh, jun. 5. Forensick dispute—Question, Whether the Federal Constitution, as formed and recommended by the General Convention, ought to be adopted by the United States, in preference to the confederation. Mr. Cole, respondent,—Mr. Freeman, opponent,—Mr. Hardenbergh, replicator. 6. Musick. 7. An oration in English, upon the improvement of time, by John Jackson. 8. The degree of *Bachelor of Arts* was conferred on the candidates, viz. Alpheus Freeman, Jacob R. Hardenbergh, jun., Walter K. Cole, and John Jackson. 9. Charge to the Class by the President. 10. Musick. 11. Valedictory oration, upon human misery, by Mr. Cole. 12. Musick. 13. Prayer by the President. The degree of *Master of Arts* was conferred on Simeon

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DeWitt, surveyor general of the state of New York, an alumnus of this college, and on the Rev. Isaac Blauvelt, of the state of New York. On this pleasing event every countenance smiled approbation and every tongue spoke applause. The largest concourse of people were assembled we ever recollect to have seen on any particular occasion in this place. The charge from the president was solemn and grave, and we hope will have the effect intended, on the minds of those to whom it was addressed.—The whole business was conducted with that propriety and decorum which is so characteristic of the President and Faculty of Queen's College." The salutatorian evidently thought that avarice had not been adequately treated by the speaker the year before or, quite the reverse, that the matter was so good as to deserve a wider circulation than the Latin language gave it; and, as to the valedictorian, one concludes that only an especially happy college life could have justified a farewell on human misery. It is to be noted, however, that the program did not avoid questions in the public mind, methods of education, and forms of government. These same young men a few months earlier on an oratorical occasion had given "the greatest pleasure and satisfaction to a very crowded assembly," speaking on "the various pursuits of mankind for the acquirement of happiness," "the pleasures of contentment," "the advantages of education," "the nature and effects of sympathy," and "the advantages of government—wherein the best interests of the people are secure in opposition to Tyranny and Oppression." Lest any fear arise that the Grammar School was failing in its duty, and especially in its oratory, at this time, a glance at its program, a week before Commencement, 1788, may be indulged: "It must give pleasure to every grateful mind to reflect on the exertions

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that were made on Tuesday evening last, by the scholars of the Grammar School in this place to please a crowded and genteel audience; and we venture to say that an equal number of inexperienced youth never went on the stage who gave more general satisfaction. The pieces, on different subjects, were spoken with greater propriety and energy than the most sanguine could have expected.—We should be remiss in our duty were we to let pass the present opportunity of acquainting the public of the general approbation the parents and guardians express of the present teachers, who, it plainly appears, have taken uncommon pains in instructing the youth committed to their charge.”

The popular interest in the students’ intellectual and oratorical affairs, and in the college and school themselves, were a happy feature of the time. It is well known, too, that the city at that time, as well as later, was marked by an unusual political, intellectual, and social life. No place in New Jersey, it is said, could boast a more distinguished society. Homes were spacious and hospitable, and families of high and wide acquaintance. Leaders in national life and in society passed through, and stopped and visited. There was an active circle of choice spirits with frequent social occasions, and public affairs for visitors of distinction were not unusual. That all the people of New Jersey, aristocratic or otherwise, were kindly disposed to the higher education generally offered to all, was, of course, far from true. John Rutherford, United States senator from New Jersey, about this time, describing the state, says: “There are also many Latin Schools, and two Colledges, of which Princeton brings many Students from distant Parts, is very flourishing, and has had many eminent men; Brunswic Colledge was intended for educating the low Dutch, particularly for the minis-

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try, but this seems almost needless, as this Language as well as the German wears fast out. The Academy at Hackensack is of great note, having about 140 Scholars, mostly from New York. It must be owned that the Farmers and middle class of People run too much on sending their sons to Colledges, which unfits them for their own Employments, greatly overstocks the learned Professions, gives other Ideas beyond their Circumstances, makes too many Candidates for public Offices and Employments. . . . Tho' we have so many Smatterers in Learning among us, it must be owned we have few deep Scholars." The voice thus crying in the wilderness sounds like a voice of the present day, telling the ills still well known and expressing judgment from which none can altogether dissent. Rutherford was not very near to Queen's College, however, and he quite mistook the aim of it, so far removed from a purpose to train in the Dutch language and perpetuate it in the professional life of its graduates. In his thought about the farmer life and its intellectual claims he was quite far from Simeon DeWitt and from the prevailing thought of this modern day of scientific agriculture.

President Hardenbergh's work was instruction rather than administration in answer to the circumstance and need of the time. He must have carried a large part of the work with the students, most of it probably, all of it at times perhaps. John Taylor's association with him is not perfectly clear, how continuous it was. In 1786 he is spoken of as "late tutor," which may not necessarily mean that he had withdrawn. In 1788 he was engaged for the next session at a salary of £150 per annum. Jacob Tallman, a graduate of 1790, many years later said: "Dr. Hardenbergh was assisted by Colonel Taylor." Perhaps he taught continuously; perhaps he taught at intervals; perhaps he taught very little

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after Dr. Hardenbergh's coming. At the end of the decade James Stevenson, of the class of 1789, was tutor for a time; and Gershom Williams, of the same class, was tutor for a time.

After the middle of the decade an engrossing question was that of new location and new building for the college. The time was approaching when a change must be made. The property at Albany and Neilson Streets was beset with difficulties. The trustees tried to change the lease of it into a full purchase but could not. Moreover the building could not have been entirely suitable. The location was not the best, closely crowded on a main street of the town. The barracks, built in 1758 for the accommodation of His Majesty's soldiers in colonial service, as such were built that year also in Elizabeth, Amboy, and Trenton, a building described as imposing and even academic, was thought of as a home for the college. It stood above George Street between Church and Bayard Streets, Paterson Street not having been opened at that time. The trustees, April 12, 1787, appointed a committee to purchase the barracks lot and buildings. Such transaction, however, is spoken of as being delayed; and it was never carried through. While it delayed, a building, perhaps regarded as temporary, was undertaken. At some earlier date land had been acquired, called from that time the college lot or college lots, on which the second home of the college, the first house of its own erection, was to stand. The president was directed, June 13, 1786, "to take charge of the College lot now in possession of Henry Guest." After the proposal to secure the barracks, the president reported, September 25, 1787, that subscriptions for a buliding on the college lot were being made and that the building was begun; it was not finished until 1791. The land was at the present junction of

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Livingston Avenue and George Street, extending south of George Street where Schureman and Liberty Streets now are and toward Bayard Street, Liberty Street and upper Schureman Street not having been opened at that time. George Street ended there, its only outlet being the turnpike southeast, now Livingston Avenue. The house was built at the present Monument Square, across the south end of George Street, the house of Philip French being across the north end where Washington Street now is. It was a plain two-story frame building, without cupola or belfry, painted white. There were two rooms on each floor, or perhaps the upper floor was all in one room. The property at Albany and Neilson Streets was held until 1791 and the college and the school probably continued there until then. Both school and college moved to the new College Hall and occupied it until the suspending of college sessions, which soon followed, left it to the Grammar School alone. Its use even for the school was not destined to be of very long continuance.

The accounts of Commencement in 1787 and 1788 have shown the college active, serviceable, and even prosperous. Ten men were graduated in 1789. Each year thereafter until 1795 saw a good group of young men going forth with the Queen's College degree. A report to the synod of the church in 1789 set forth the good progress of the institution but the incompleteness still of the building owing to the smallness of the funds at command. The time knew other and greater discouragement, however, than the delay of the building. The trustees were not steadily at the task, the spirit of vigorous support seemed wanting. President Hardenbergh, September 8, 1789, referred to the failure of the trustees to give attention to the last examination of the senior class, to the absence of a majority of the faculty at that time. A little

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later, June 14, 1790, sending out notice of a meeting, he was compelled to say: "We have now had four Meetings of the Trustees appointed at neither of which a sufficient number has attended to constitute a Board. The last adjourned to Thursday the twenty fourth of this month then to meet at Thomas Paul's in N. Brunswyck, the usual time of the Day, I was directed to inform the absent Members in this Quarter, of the adjournments; and to beg their attendance. Sr. only recollect if no Board can again be had what must, what will become of the College! We are now deprived of three Members within this Town which makes the greater number from the adjacent country necessary." The strain was telling on the hero of the faith. The burden was left too much upon his shoulders. Money was not forthcoming even for his own salary; that was decidedly, £330, in arrears. He was not well; his strength was failing. Since the college was soon to enter its new home and Dr. Hardenbergh was occupying the old college house, the trustees proposed a meeting of their obligation to him by offering payment to him in the value of the college house, which was appraised at £700, and which he might be disposed to purchase. This he did not wish to do, however, and a committee was authorized to borrow money to pay the arrears of salary, all of it or as much as they could pay. Dr. Hardenbergh had no ungracious feeling about it, apparently; he realized the difficulty and he loyally shared the burden. To the synod at their meeting, October 1790, he personally presented the cause of the college, stating that, by reason of lack of funds, it was in such a state of depression that its friends possibly would be compelled soon to abandon it. He asked the synod whether they were still disposed to support the institution; they unanimously and unhesitatingly affirmed it, requesting the consistories of the

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churches to support it by annual collections, or subscriptions, or other method. They were fair words, but they bore little fruit for some years thereafter. It was the last public appeal of the devoted leader of church and college. The end was near at hand.

President Hardenbergh died October 30, 1790. His health was always frail. He had lived much in short time. He was but fifty-four years old. His days had been full of fine ambition and boundless devotion in the great cause of nation, church, and college. His portion had been heavy burden with his high endeavor. He left his widow, the Juffrouw Hardenbergh, to still exert her rare influence in the life of the church, and one son at least, among his eight children, Jacob R. Hardenbergh, to give in later time his constant, strong, and faithful service to the college for which, in no uncertain sense, his father had died. He was buried in the yard of the old Dutch Reformed Church in New Brunswick. Upon the stone to his memory it is written: "He was a zealous Preacher of the Gospel, and his life and conversation afforded, from his earliest days, to all who knew him a right example of piety. He was a steadfast Patriot, and in his public and private conduct he manifested himself to be the enemy of tyranny and oppression, the lover of freedom, and the friend of his country. He has gone to his Lord and Redeemer, in whose atonement he confidently trusted. He is gone to receive the fruits of his labors and the reward of a well spent life. Reader, while you lament the loss to society and his friends, go walk in his virtuous footsteps, and when you have finished the work assigned you, you shall rest with him in eternal peace." His son and several grandsons were graduated from the college. His great-great grandson, Henry Jane-way Hardenbergh, was the architect of the Kirkpatrick Chap-

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el in 1872 and of its renovation in 1916. In 1916 his great-great grandson, William P. Hardenbergh, gave the chapel renovation to the college and Henry Janeway Hardenbergh placed in it the great chancel window in memory of Jacob R. Hardenbergh, patriot, minister, teacher.

At the time of President Hardenbergh's death the new building was finally completed and ready to receive the college work. Upon the removal to it, the old property "belonging to the Board and lately occupied by the president" was sold to the president's son, Jacob R. Hardenbergh. He later sold it to David Freeman; and it returned to its earlier use, a tavern maintaining there until the present time. The house has been much changed, virtually rebuilt. Possibly a part at the rear on Neilson Street is a remainder of the original house in which the first sessions of Queen's College were held.

THE
JOHN CRERAN
LIBRARY



Queen's Building

CHAPTER VII

THE TIME OF DR. CONDUCT, PRESIDENT PRO TEM

THE trustees now had before them no easy task. The maintaining of the college work and the securing of a president put them to their wit's end. They took hold of the problem at once; and their thought without any dissent turned back to the men who had always been thought desirable. At a meeting, November 24, 1790, they decided that they still wanted John H. Livingston; they consulted with the consistory of the Dutch Reformed Church of New Brunswick, and the consistory agreed upon Dr. Livingston as their choice for pastor. On December 29 a call was prepared and he was formally invited to the two offices. Should he accept, he would, as already professor of theology for the whole church, bring that office into union with the college according to the plan of 1773. He did not accept, however, a letter from him, declining the call, being received by the trustees, March 9, 1791. On that date, thus disappointed, the trustees again with admirable promptness decided that they still wanted Dirck Romeyn; they consulted with the church, and the church agreed upon him as their choice for pastor. A formal call was presented to him, but he did not accept; a letter was received from him, July 20, declining the call; Dr. Romeyn felt that he could not fulfill the duties of both college president and church pastor.

Even the daily work of the college was not easily arranged for. After James Stevenson and Gershom Williams, of the class of 1789, tutors, the latter retiring in 1792, Henry Van

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Dyke was made senior tutor, it being agreed also that he should be made professor of moral philosophy; this engagement either did not go into effect or was of very short duration. Charles Smith, who received the degree of A.M. in 1791, in 1792 was the "present tutor"; he was still tutor in 1793, and perhaps also in 1794. John Taylor, if he continued tutor until 1791, certainly did not serve after that. He was now going to Schenectady; Union Academy had been started there; Dirck Romeyn was there; and largely by the efforts of the two the academy was soon to become Union College. Taylor's home was now to be sold, the very agreeable home he had established near the college when the college began twenty years before. From Schenectady, January 3, 1793, he sent notice to the Guardian or Brunswick Advertiser: "To be Sold. That pleasantly situated house and lott in the City of New Brunswick, fronting the river Raritan, two doors above Mr. James Drake's, wherein the subscriber formerly lived, now in the tenure of Andrew Kirkpatrick, Esq. . . . excellent garden equal if not superior to any in the City. . . . a very good wharf which has been made at considerable expense. From the pleasantness of the situation, size of the lott and growing and flourishing state of the City it is an opportunity worth the attention of the man of business or private gentleman." The place was not disposed of by private sale, and the following September it was advertised that "at the Whitehall in New Brunswick will positively be struck off that beautiful Home and Lott with the wharf, etc. belonging to Col. John Taylor, now in the tenure of Andrew Kirkpatrick, Esq." One wonders why John Taylor did not stay with Queen's College, why he was not the mainstay of it during this period, the senior tutor, the professor, even the president. It must have been, one con-

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cludes, the college's lack of funds to command him. It is interesting to note that just at this time Taylor's early colleague, Frederick Frelinghuysen, was advertising, January 14, 1794, his farm of three hundred acres at Millstone, "situated eight miles from the social City of New Brunswick, in a pleasant, kind, benevolent, civilized and very thriving neighborhood. . . . This farm is worthy the attention of the Philosopher or the retiring gentleman."

The stress of the problem not solved by prompt and repeated effort naturally brought forth a quickened contact with the General Synod of the church. The church's interest and financial support were sorely needed; and the idea of a united chair of divinity and office of president would not die out. The General Synod, May 1791, discussed the college's affairs, recognized the church's responsibility since 1773, the depreciation of funds by the war, and the necessity of increase of resources. They understood, however, that the institution was in a prosperous state, with competent instructors and more students than ever before. The trustees, September 21 and 27, 1791, appointed a committee to prepare an address to the synod setting forth the need of funds and the possible forwarding of the plan of 1773, as to which, they say, New Brunswick and Hackensack are now perfectly agreed. The synod gave no encouragement as to the latter point, Dr. Livingston being fixed in New York as the divinity professor, but were very cordial concerning the effort for funds. A plan of securing subscriptions was adopted; and at the same time request was made that the college appoint no professor of divinity without synod's approval. The trustees, in turn, November 10, approved synod's plan for subscriptions and agreed to their request as to divinity. A joint committee was formed to carry on the effort for funds and men

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were assigned to churches and localities for personal work. The name that stands out in the enterprise is that of the Reverend John Bassett. He gave himself to the task with zeal and he secured for the college a considerable list of subscriptions. At the General Synod, October 1793, "having put forth his utmost exertion to provide funds for Queen's College, agreeable to resolution of synod," and having some money, he asked what he was to do with it. One pleasant incident of the time was the bequest of a library, perhaps the first bequest received by the college. The trustees, April 10, 1792, had letter from John Haring, Esq., as to books bequeathed by the Reverend Peter Light (Leydt). Mr. Schureman reported, September 12, that they were received.

The trustees were continuing their search for some one to take charge. Having honored the two leaders long in mind, Livingston and Romeyn, they now gave attention to another man much in their thought before, but at that time for the school, Peter Wilson. He had proved himself a great and influential teacher and a man of much distinction. Mr. Schureman reported, September 24, 1792, that Mr. Wilson could be secured for £450, that the Reverend Leonard Cutting could be secured for £300, while Mr. Smith would continue as tutor for £200. The disposition was to approach Mr. Wilson, but action was postponed and never was taken; perhaps it was the larger expense that prevented; perhaps it was reluctance to elect a layman; this would have argued against Taylor too if his name was earlier considered. In 1793, June 20, a proposal on behalf of Mr. Cutting was made; that he would serve as principal of the college, would procure all students and be responsible for all tuition, his salary to be £300. The trustees declined to assent to this; and Colonel Neilson reported that Mr. Smith would con-

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tinue as senior tutor. The trustees elected their presiding officer from time to time. The governor was present at the Commencement meeting in 1791 and in 1792. The Reverend William Linn (Lynn), D.D., minister, with Dr. Livingston, of the Dutch Reformed Church in New York, was chosen to preside at the Commencement exercises in 1791, also in 1792; his Commencement address of the latter year is published. The Reverend Peter Studdiford was chosen to preside in 1793; but the public exercises were omitted on account of the fever raging in Philadelphia and the degrees were conferred privately in the College Hall. The notice sent out at the same time from Princeton as to the college there states the situation: "The Faculty of the College considering the apprehensions of the parents of the young gentlemen entrusted to their care as well as the feeling of the people of the town lest the infectious disease which has prevailed so much in the City of Philadelphia and has been communicated to some villages in this State should be introduced in this State by assembling great numbers of persons from a distance. . . have resolved that no public commencement be held this year."

Without success in securing a president and without adequate funds for ordinary support, the trustees took up at this time a proposal of supreme concern to the institution, which, however, in the end did not prevail. It was a proposal of union with the college at Princeton, either an organic union or a coordinated work. At a meeting, June 20, 1793, it was "*RESOLVED*, That a committee be appointed to confer with the trustees of New Jersey College or a committee of said trustees on the subject of a federal union of the two Colleges. Ordered, That the committee consist of General Frelinghuysen, Dr. Linn, Messrs. Mercer, Kirkpatrick and

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James Schureman." A copy of this resolution was sent to President Witherspoon, of the Board of Trustees of the College of New Jersey by "Your obedient, humble servant, Archibald Mercer, President P. T." of the Board of Trustees of Queen's College. The trustees of Princeton, at a special meeting, August 20, 1793, received the resolution, and "*RESOLVED*, That a committee of this Board be appointed to meet with the committee above appointed on the part of the trustees of Queen's College, or with the Board of said Trustees, and confer with them on the subject of an union of the two colleges, who shall lay the result of their conference before this Board at their next meeting; and, Resolved, That the committee consist of the following gentlemen: Dr. Witherspoon, Dr. Rodgers, Dr. Boudinot, Dr. Beatty, Colonel Bayard, and Mr. Woodhull." The joint committee met promptly at New Brunswick, September 19, 1793: "The committee of the Trustees of the College of New Jersey and Queen's College, appointed to confer upon the subject of a union between the two colleges, met here this day, in pursuance of notice previously given for that purpose, viz: From the College of New Jersey.—The Rev. John Witherspoon, D.D., the Rev. John Woodhull, Elias Boudinot, John Bayard, Esqrs. From Queen's College, Archibald Mercer, Frederick Frelinghuysen, James Schureman, Andrew Kirkpatrick, Esqrs. The committee appointed Elias Boudinot, Esq., Chairman, Andrew Kirkpatrick, Esq., Clerk, and then went into a free conference on the subject of the proposed union." The result of the committee's deliberations was a definite plan recommended to each Board of Trustees over the signature of Elias Boudinot, Chairman:

"Resolved unanimously, That a perfect incorporating and consolidated union between the two Colleges will be the

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most proper & beneficial union & will tend to the promotion of learning

“Resolved unanimously, That in order to effect this union application be made by both Colleges to the legislature for a new Charter; That the Trustees to be named in the new charter consist of twenty-eight in number, that is to say, the Governor of the State for the time being, the President of the College for the time being, and thirteen of the Trustees of each of the said Colleges being Inhabitants of the State of New Jersey to be chosen and named by their respective boards

“Resolved unanimously, That no person not an Inhabitant of the State of New Jersey shall at any time be a Trustee of the College so to be constituted

“Resolved unanimously, That an Institution at New Brunswick be established and supported by proper bye laws of the Trustees of the said College in which shall be taught the learning preparatory to entering the first Class in College & that no other Institution at Princeton shall be supported at the expence of the said Trustees in which the same things shall be taught

“Resolved unanimously, That the present Officers of New Jersey College be the Officers of the College to be instituted on the foregoing principles

“Resolved unanimously, That the foregoing resolutions be submitted to the Board of Trustees of the said two Colleges by their respective Committees for their consideration.”

The trustees of Princeton received this definite proposal at their meeting, September 25, but postponed consideration of it owing to its importance and the small attendance at the meeting, due to anxiety over the yellow fever prevailing at Philadelphia; and a special meeting was authorized to con-

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vene at the call of the president. At their next meeting, December 13, the first business was the receiving of a letter addressed to President Witherspoon:

"Millstone, November 20, 1793. Sir— The trustees of Queen's College met yesterday, and I am sorry to inform you, wholly rejected the report of the committees respecting the proposed union of the Colleges. I have the honor to be, Sir, with the utmost respect, Your obedient humble servant, Archibald Mercer, P. P. T."

The trustees of Queens, had, however, given consideration to the proposal, it appears from their minutes, at a meeting, October 29, and found that they were very evenly divided. A vote was taken on the first paragraph, the general proposal, and it was rejected by a vote of eight to nine. The trustees voting in favor of it were the Reverend Peter Studdiford, the Reverend John Duryea, Messrs. James Schureman, Neilson, Mercer, Frelinghuysen, Van Dyke, and Kirkpatrick; the trustees voting against it were the Reverend Dr. Linn, the Reverend Dr. Beach, the Rev. Mr. Van Harlingen, Messrs. John Schureman, Bunn, Vroom, Hardenbergh, Van Buren, and Dunham. When it came to the point the Queen's College men could not, all told, bring themselves to surrender either their college charter, their college existence, or their privilege of carrying on work of college grade. For years the self-sacrifice of many had been wrought into the house made indeed of living stones; a fine work and a large work had been done; the Dutch blood still called for something of its own; and the fight for old Queen's must still go on. It is more than likely, however, that the trustees of Princeton would also have rejected the proposal if it had come to a vote in their deliberation. They would hardly have been willing, perhaps, to surrender their old charter. They might have

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hesitated to divide equally with the trustees of Queen's the membership of a new Board of Trustees. Favor might also have been very doubtful for the provision, far from wise it now seems, that only inhabitants of New Jersey should be trustees.

There was an alternative plan also formally voted upon at the meeting of October 29 by the trustees of Queen's College; it was also rejected. It was less radical than the other. It proposed that the two Colleges retain each its own respective funds and trustees. And: "Resolved, that the Trustees of Queen's College institute an Academy in which shall be taught the learning usual in Academies, but shall not confer the literary honors commonly given at Colleges; that they also institute a Theological Hall under the care of a Professor approved by the Synod of the Reformed Dutch Church. Resolved, that the Trustees of Princeton shall in consideration of what is surrendered by the Trustees of Queen's College, surrender on their part the privilege of maintaining an Academy, or Theological Professor, but shall recommend their students to Brunswick for their education. Resolved, that the degree of Doctor of Divinity and no [other] degree whatsoever shall be conferred by the Trustees of Brunswick, and that the certificate of their professor shall be deemed a sufficient recommendation for trial in order to the Gospel Ministry in the Presbyterian and Dutch Churches. Resolved, that the students in the Academy at Brunswick shall study at least one year at Princeton before they shall obtain the degree of Bachelor of Arts." A significant item in their second proposal is that of divinity to be taught at New Brunswick for Presbyterian as well as Dutch Reformed, a suggestion of religious comity indeed and of a definite omitting of a Princeton theological seminary

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through union with the Dutch. If such an idea had prevailed, the professorship in New York might have been readily removed to New Brunswick. As it was, however, the General Synod were not in good humor when, in October 1793, they received word of the negotiations that had been active with Princeton. They recorded their understanding from authentic reports that the trustees of Queen's College had, without communicating their intention or asking approval, entered into such negotiations. They said that the proposed union if accomplished would have destroyed all their expectations founded on the repeated assurances of the trustees, would have meant a complete annihilation of the work they had undertaken. They resolved that funds secured by collectors whom they had appointed be not paid over to the trustees but kept in a bank until there should be an explanation; and they suspended the action of 1791 entering into joint effort for subscriptions. The synod at the same time faced dissatisfaction with the condition of their own professorship and with their own prior support of Queen's College. The Classis of Hackensack communicated their conviction that the interests of the theological professorship had been quite frustrated by synod's measures of support for Queens' College, the professorship becoming submerged by that; that funds collected by the synod ought to be for the professorship as the more important thing; that a theological school should be established with its professor released from parish work. The synod, in their protest against the college's overture to Princeton, readily endorsed this appeal, took action encouraging gifts for the theological support, and directed that monies collected for this purpose be handed by the consistories of churches to the Honorable Peter Wilson

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of Long Island as agent of the synod who would distribute them as the synod might direct.

At their meeting, June 1794, however, the synod took more kindly action. They received word from the trustees that no union with Princeton had taken place and that none, probably, would ever again be attempted. They therefore rescinded the action of 1793 as to withholding of money and directed that it be paid over to the trustees. They also repeated their judgment that their own professorship had not been effectively established and apparently once more indulged the idea that it might be united with Queen's College. They felt, however, that, if this was to be, the college must be moved from its location at New Brunswick; it must be in a more accessible place, one nearer the churches in the State of New York. They thought of Bergen, or other place in northern New Jersey, upon which the trustees and the synod might agree. They proposed a committee of conference upon this question. A committee from the synod appeared before the trustees to treat with them as to the proposed removal. The trustees, August 13, 1794, "Resolved, that no reasonable expectations can be entertained from the exertions of Reformed Synod for the better spirit of this College in any other place than it has hitherto experienced, and, therefore, Resolved, that the Board cannot comply with the request of Synod to remove this College to Bergen or elsewhere." With this question thus decided, the synod must determine where their professor, not connected with any college, should reside, somewhere in the vicinity of New York, "where the students may find all the benefits and cheapness and retirement peculiar to a village, and yet sufficiently near the metropolis to reap all the advantages arising from a free and easy intercourse with the literary and public characters which abound

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in a city." The ministers and elders of that early time had no idea of a theological seminary as a cloistered retreat for young men preparing for the church, apart from the world, an idea more in fancy than in fact in all the years since, and more honored in the breach than in the observance. The synod thought of Flatbush as perhaps a good place, especially as an academy was already there, Erasmus Hall, presided over by Peter Wilson who had removed there from Hackensack.

Engrossed as the early story of the college must be from time to time with the question of divinity professorship, it just at this time for the first finds touch with a professorship of medicine, the other great graduate professional study of the time. The college was to have in the course of time, not far extended into the next century, three incidents of relation with a medical school, twice actually having such a professional school as part of its working organization. The first incident, which hardly advanced so far as this, was at this time, 1792. The trustees, April 10, received a letter from Nicholas Romaine, M.D., of New York, stating that he had been for several years teaching medical science and had gathered a considerable group of students, in 1791 fifty-six, in his classes. He felt that it would mean much to these students to have connection with an institution to which they could give proof of their proficiency and from which they could obtain customary testimonials. He was persuaded that some advantages might come to the college through such connection, in the widening of its influence and the increase of its revenues. Dr. Romaine was a nephew of the Reverend Dr. Dirck (Theodoric) Romeyn, lately of Hackensack and now of Schenectady; he had received his classical education at Peter Wilson's academy in Hackensack and completed

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his medical education in Edinburgh, Paris, and Leyden. He was a man of learning, of wide culture, of successful practice, and a fondness for teaching. He was a trustee of Columbia College, when King's assumed that name after the Revolutionary War. The college appointed a faculty of physic in 1784 and he was not named on it, ostensibly because he was a trustee. He cared little for the favor of other men, was something of a free lance and probably in medicine quite ahead of his time; and in 1787 he started teaching himself, forming what was virtually a medical school; and many students came to him, many from a distance. In 1791, January 11, he addressed a memorial to the Regents of the University of the State of New York, asking their protection and direction. A month later he and six associates, young, talented, and forward-looking physicians, sent a second memorial to the Regents, describing the plans under which they proposed to give instruction. The Regents were favorably disposed but older physicians objected and felt that Columbia should fully meet the need; and some legal difficulty also appeared. The Legislature removed the legal difficulty, and the Regents resolved to proceed as Romaine and his associates desired. But the trustees of Columbia were now well roused; they protested that Columbia was to undertake all that was necessary; and they asked suspension of any other plan for the present at least. The Regents thereupon declined to grant the Romaine request. Dr. Romaine then came with his request to Queen's College. The trustees appointed Colonel Frederick Frelinghuysen, the Reverend Peter Studdiford, and Lewis Dunham, M.D., a committee to confer with him. He desired that a temporary professor of physic be appointed at New Brunswick, pending establishment of a regular professorship, that two or more physicians be associated with

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him to form a faculty, that on certificate from such faculty the college grant the degree of Bachelor of Physic or Doctor of Physic, as the case might be, the fee in the one case to be £5 and in the other £10. The trustees did not see their way clear at once to appoint such a professor or to conclude any formal arrangements. Names of candidates for medical degrees were, however, presented by Dr. Romaine. Two trustees, the Reverend Drs. William Linn and Abraham Beach, were in special study of the situation, and they felt the need of full information as to the candidates and especially of a clearing up of a report that disrespect had been shown by some of the candidates to the authorities at Columbia where they had at one time studied. For various reasons the credentials of several of the students were not approved, but special request was made for two students who had come from Canada and had returned there. The trustees of Queen's College did then, in 1792, confer the degree of M.B. on Frances Rientord and John Baptist Rientord, of Canada, and also on Charles Smith, who became a foremost practitioner in New Brunswick; and they conferred the honorary degree of M.D. on four well known physicians. In 1793 Queen's College continued medical graduation, conferring the degree of M.D. on six candidates, and the same degree honorary on two distinguished physicians and professors of medicine. The incident then closed. Dr. Romaine did not long continue teaching at that period; he went abroad; he became involved in some political and territorial schemes; he was looked at somewhat askance by his profession; but some years later he was to be back again in professional distinction and busy with the same medical school question. Beside his withdrawal from the active movement, the college's own

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immediate decision as to its own future activities forbade further thought of medical connection.

The unsolved problems of the college were now bringing its life to a crisis, compelling a decision by the trustees far from fortunate and for a time clouding all the hopes that had centered in it. As the crisis came, a name came forward in the college history, destined to count much for the college life as time went on. The trustees, April 9, 1794, authorized the committee on teachers to endeavor to procure the Reverend Ira Conduct as professor of moral philosophy, to take also the superintendence of all instruction and to employ a tutor under him; and he, with Jacob R. Hardenbergh, was added to the supervising faculty. They voted, September 30, 1794, that the sum of £100 proclamation money be allowed the Reverend Ira Conduct in addition to the tuition money, for the purpose of carrying on instruction in the institution. At the meeting, September 30, 1795, he was president *pro tem*. Mr. Conduct had just been installed, 1794, minister of the Dutch Reformed Church of New Brunswick; the church's call had been made apparently without any arranged combination with the college; but the college was disposed at once to take advantage of his presence in the city. He was but thirty years old at the time. Born at Orange, February 21, 1764, and prepared for college by the minister there and the minister at Newark, he was graduated at Princeton in 1784. After some years of teaching school and studying theology, and six years of pastorate in Presbyterian churches, he had come to the Dutch Church of New Brunswick as successor, after four years interval, of Dr. Hardenbergh. He was a man of ripe scholarship and preaching power, of great zeal in the pastorate, and much readi-

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ness to serve. He was of large stature and very serious manner. It was natural, by reason of his talents and his office, that the trustees should turn toward him and lean upon him. And he accepted the burden of the day. His greatest burden must have been that the odds at the moment were so much against him. His devotion and self-sacrifice did in the end mean fine achievement. For a considerable time just now, he was to be the acting president of an inactive college work, but the chairman of a vigorous and even distinguished school work which in its way was to continue the service of the Queen's College corporation. His home was near the river at the corner of Water and Somerset Streets, just east of the present college campus.

At the very time when Mr. Condict came to the city, the trustees were coming to their decision to give up for a time at least the college work which had maintained since 1771. At their meeting, August 13, 1794, they resolved that "the collegiate exercises in this Collidge he suspended after the next Commencement." They directed their treasurer to gather together all the money and effects of the college from all persons who had collected them or been entrusted with them. They appointed a committee to secure some one to take charge of the Grammar School on the best terms they could. Mr. Condict's presence, and actual service probably, prolonged the college work for a year. Five men were graduated in 1794; and in 1795 there was graduation also, two men receiving their bachelor's degree, John Schureman and Peter Vredenburgh. After that Commencement the unhappy decision went into effect; from that time, for a period at least, the Grammar School would be the only work maintained by the trustees. The announcement signed by Ira

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Conduct, chairman, was made in the Guardian or New Brunswick Advertiser over date, October 10, 1795: "The Trustees of Queen's College in New Brunswick, having suspended all collegiate exercises, and determined to turn their whole attention to the Grammar School, and for that purpose appointed a committee from their body of the following persons, viz. Rev. Ira Conduct, Dr. Lewis Dunham, James Schureman, John Neilson and Jacob R. Hardenbergh, Esqrs., to whose immediate inspection the said school shall be subject. The public are hereby informed, that the committee have employed the Rev. Benjamin Lindsey, as teacher, whose reputation and success as an instructor, separate from the particular circumstances of a very advantageous terms, depending upon his own exertions, they flatter themselves will be a sufficient inducement for parents and guardians to put their children under his tuition. The committee pledge themselves to the public for the good government and faithful attention to instruction in said institution, which will commence on Monday the 2d day of Nov. next." Henceforth for college course and degree students would have to go to Princeton or Columbia or other college elsewhere. In addition to the Grammar School, the Latin school, there was to be maintained also the English school regarded as necessary and as a really separate affair. The trustees had appointed a committee to confer with the committee of the town concerning a proper teacher for it. Announcement of it is made, April 19, 1796: "Notice is hereby given that an English School is opened in one of the rooms in the College Hall, under the instruction of John S. Vredenburgh, where reading, writing, arithmetic and the various branches of mathematics will be taught under the inspection of a Committee of the

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Trustees of Queen's College and a Committee chosen by the subscribers to building the Hall." The notice is signed for the joint committee by James Schureman.

The Grammar School had been in charge of a constantly changing succession of teachers, no doubt. It had been somewhat ambitiously announced in the *Guardian or New Brunswick Advertiser*, April 24, 1793: "At the Grammar School belonging to Queen's College in New Brunswick young Gentlemen may be accurately fitted for said college or for any other College on the continent. They may also be qualified in the Latin and Greek languages, English grammar, geography, the Art of Speaking, etc. for commencing the studies of either of the learned professions. The Instructor of said School has convenient accommodations for taking to board half a dozen Students. Strict attention will be paid them at their lodging as well as in school." The name of the instructor at that time is not given. The Reverend Benjamin Lindsey, a minister of the Episcopal church, had been in charge of the school in 1786. Now in 1795-96, when the school was to live its life alone, the same man, his name appearing Lindsey, Lindsay, Lindsley, Lindley, was in charge. His service continued for some time, perhaps until 1800. The committee of the trustees made further announcement, April 18, 1797; they "inform the public, that they have employed the Rev. Mr. Lindsay, who, having no pastoral charge, is enabled to devote his whole time and attention to the business of instruction; He formerly taught in this place to very good acceptance, and has now had the immediate charge of this school more than a year;—From a knowledge of his abilities, discipline, method and accuracy in teaching, the committee feel themselves warranted in recommending him to the patronage of the public and do

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cheerfully pledge themselves to parents and guardians for the faithful instruction of the youth whom they may think proper to commit to his care.

"Young Gentlemen will be here prepared to enter either the Freshman, Sophomore or Junior classes in Princeton or any other college, as their parents or guardians may direct.

"Lodging may be had in decent and genteel families, at the most reasonable rates. The city of New Brunswick is known to be as healthy as any town on the continent; which circumstance together with the advantage of a free communication by water with the city of New York, and by daily stages with New York, Princeton and Philadelphia may be no inconsiderable inducements with many to send their children to this school." The facilities of the school seem at the moment to have conformed to item in the plan of union with Princeton earlier proposed, in that not more than one year might be required at Princeton after leaving the school to attain the bachelor's degree; the school teacher was no doubt encouraged after all to give college work, but not the final work, and not to present candidates for degree. The school was advertised as far south as Savannah, Georgia. It had a good attendance from the families of New Brunswick and vicinity. Theodore Frelinghuysen, afterwards president of the college, and his brother Frederick, sons of General Frederick Frelinghuysen, were sent to Mr. Lindsey.

Twice in these last years of the century the students with all citizens of the city had opportunity to see and to honor the President of the United States. President John Adams and Mrs. Adams spent a day there in November, 1797, on their way to Washington. He was received with a federal salute and the ringing of bells. At two o'clock the people waited on him, and Colonel Neilson, trustee of the college

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since 1782, presented an address, and the President responded. He dined with citizens at four o'clock, being escorted to the Whitehall tavern from his lodgings by a committee, which included Mr. Hardenbergh, and passing through a lane of the people and of citizen soldiers in uniform. At the dinner, toasts to the number of twenty or thirty were proposed. Again, in July 1798, he passed through the city greeted by the ringing of bells and a great concourse of the people. President Adams' regard for the city was expressed in a letter, May 8, 1798, in answer to an address on public matter received from the citizens of Middlesex and Somerset through Colonel Neilson: "I have constantly received for three and twenty years in New Brunswick so much hospitality, civility and friendship, that the candor and good will of these resolutions toward me are nothing surprising, they deserving not the less, however, my hearty thanks."

The school was occupying the College Hall, of course. Directly opposite, on the present Livingston Avenue in the house later the home of the Reverend Dr. Jacob J. Janeway, professor in the college and vice-president of it in his time, lived General Anthony Walton White, since 1788 a trustee of the college. President Adams was his guest at dinner that evening in November 1797; and during that year Kosciuszko made long stay with him. It was really the home of General White's sister-in-law, Miss Mary Ellis; he had married the beautiful Miss Margaret Ellis of Charleston in 1783, when she was but fourteen years of age. Miss Ellis in New Brunswick owned the land near the College Hall which was the subject of much dissension when the land was cut through by new streets. General White's father built the White House of Buccleuch Park, 1739, and the family owned at this time a large property on the river just south

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of New Brunswick. He was of much military and social distinction, but reduced in resources by the war and unfortunate speculation. Kosciuszko was a great friend; on arrival in this country in the summer of 1797 he spent two or three weeks, and, returning after visit elsewhere, spent most of October and November with him; he was not well, moved about but little, conversed, wrote, sketched. He went on to Philadelphia in late November and went to France secretly in May 1798. General White and Kosciuszko were prominent together in the Society of the Cincinnati.

The trustees of Queen's College, leaving the affairs of the school in the hands of their committee, held no meetings, so far as the record tells, for nearly five years after September 1795. In 1800 a new teacher for the school had to be found and they met, April 30, and appointed a committee to find a suitable man, proposing to allow to him the income of the school and, for the first year, \$200., for the second year, \$150., and after that annually not more than \$100. They elected ten new members of the board, vacancies having accumulated, and they authorized the committee to effect needed repairs to the College Hall. The committee again included Mr. Conduct, Mr. Dunham, Mr. Neilson, and Mr. Schureman, and received as a fifth member, the Honorable Andrew Kirkpatrick, the early teacher of the school, who was now coming to much public distinction; he was to be very active in the interest of the school, as well as a leader in the college revival that was to come. The attention of the committee was promptly directed again to an Episcopal clergyman, rector at that time of the church at Swedesboro, New Jersey, John Croes. Christ Church, Protestant Episcopal, of New Brunswick, was ready to enter into arrangement with the trustees, to call Mr. Croes to be its

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rector while they called him to their school ; the double work to be fulfilled by him, after the manner of the earlier union between the Dutch Reformed Church pastorate and the college president's office. Mr. Kirkpatrick wrote to a friend of Mr. Croes, the Reverend Dr. Alexander McWhorter of Newark, and received a very carefully written and complete reply. Dr. McWhorter said that if the Episcopalians wanted a man of the first ability and discretion in this state, they should get him, also that he was very loyal to their church though without superstition or bigotry. As to his literary qualifications and gifts as a schoolmaster: "He is a good latin scholar and very capable of teaching that language and taught it in this town with reputation. With regard to his Greek learning, I will not venture far to affirm. I think, to the best of my recollection, after learning the grammar he read some in the Testament and in Lucian. . . . He is an English scholar above the common level. He is well acquainted with and has taught the English grammar, the rudiments of rhetoric and criticism and the beauties and proprieties of our language with respectability. He is intimately acquainted with Arithmetic, vulgar and decimal, understands the practical Principles of Mathematics, Trigonometry, Surveying, Navigation, etc. What his knowledge of geometry and algebra is, I know not. He has read Natural Philosophy. He has taught with reputation the rudiments of Astronomy—the use of the Globes and Geography. . . . He possesses the gift of government in an high degree. He governs a school in such a manner as to acquire the esteem and affection of boys without undue rigor or severity. You will find him a man of sense, of reading, but a certain veil of modesty sheds an obscurity over his abilities and accomplishments." Could more be asked ? He was surely equal to the whole curriculum.

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The trustees did not hesitate; they asked him to take charge of their school; and the church invited him to become rector. He declined the call; but after the trustees had gone aside to ask James Stevenson to come again to the school which he had once served, the invitation was renewed; Mr. Andrew Kirkpatrick for the trustees and Mr. Robert Boggs for the church took the two calls to him personally. This time he accepted; he came as master of the school and as rector of Christ Church; and as rector also of St. Peter's Church at Spotswood; he made his home on New Street, Carroll Place; and he was to fulfill a prolonged and distinguished work. John Croes was born in Elizabeth Town, June 1, 1762. He had to work his own way to an education. At sixteen years of age he entered the Revolutionary Army as a private. Near the end of the war he returned to his studies, studying with Dr. McWhorter. His friends went to Princeton but he had not the means. He became a tutor, and a writer for the press; and he was for a time principal of the academy at Newark. He had the ministry in mind; on a long horseback journey for his health he visited Swedesboro; the church invited him to serve it; he was soon ordained and he became its rector in 1790.

From 1801 to 1808 John Croes presided over the Grammar School of Queen's College and under him it was strong, efficient, well attended. The trustees announced the school with much confidence. The New Brunswick Guardian, November 5, 1801, contains announcement dated September 14: "The committee of the trustees of Queen's College at New Brunswick, in New Jersey, appointed to make arrangements for the establishment of the grammar school, beg leave to make it publicly known, that the said school will be opened on the 1st. Tuesday in November next, under the

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care of rev. John Croes, now of Sweedsborough in New Jersey. The reputation of this gentleman, both as a scholar and a teacher, is such as to afford the greatest hopes of success to the institution itself, and of substantial instruction to those who may be committed to his care. Attention will at first be paid principally to the studies preparatory to the entering of the classes in the colleges. But from the talents and attention of the teacher, from the healthiness of the town, especially that part of it where the building is situated, and from the cheapness of boarding and other necessities, it is hoped it will be found practicable in a short time to establish classes for arithmetic, geography, and some of the more useful branches of the mathematics. By this means the school will become not only auxiliary to the attainment of the higher branches of literature, but also to the diffusion of that kind of knowledge which is more universally useful in common life. The price of boarding will vary according to the manner of living, but it is thought, that such as will be satisfactory to every student may be had at one hundred dollars per annum, and that which is more plain for less. The price of tuition will be what is customary in other institutions of this kind, so that the whole expense will be as reasonable as the circumstances of the country will anywhere admit.

By order of the committee,

Ira Condict.”

The school gained a national reputation. There were not many in the states of this kind. Students came from other states than New Jersey, from Pennsylvania, Delaware, Kentucky, and Tennessee. Among the students were Benjamin W. Richards, afterwards mayor of Philadelphia, Charles C. Stratton and Charles S. Olden, each afterwards governor of

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New Jersey, Jackson Kemper, afterwards bishop of Indiana and Missouri, Edward W. Dunham, afterwards a founder and the president of the Corn Exchange Bank in New York, William Read, son of George Read of Delaware who was a signer of the Declaration of Independence, and sons of the Boggs, Neilson, Pool, Leupp, Sayre, Hardenbergh, and Richmond families. Mr. Read, Sr., writes to Mr. Croes: "I am sure Sir that the correctness of your system of education and the strict attention with which it is conducted must continue in an eminent degree to promote the progress of your pupils and give the Seminary over which you preside a character that is not surpassed by any on the continent." He was a good scholar and a good teacher, a wise disciplinarian and a high-minded gentleman. His great reliance was upon the honor of his students as gentlemen and sons of gentlemen. Such is his general reputation as it has come down to us. Charles D. Deshler, local historian, tells: "I have often heard the late Abraham S. Neilson, Charles Dunham, Sr., Major James C. Van Dyke, and ex-Governor Olden speak admiringly and affectionately of Bishop Croes as a preceptor and, when doing so, they gave him unstinted praise for the excellence of his methods, the unwearied and conscientious pains he bestowed upon his pupils and the valuable practical training to which he subjected them." There are, however, echoes of a little different idea of him. Some personal recollections of a student, recorded many years after, picture him as an over-strict disciplinarian and as not well liked by his pupils. The work of the school was carried on in the College Hall, of course; Mr. Croes had the privilege of a garden on the college land; and the students' playground was the quite wide field extending down toward Neilson Street. The English school was maintaining also in a room of the hall;

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the committee had announced John S. Vredenburg in charge in 1796; in 1797 Joseph Sherborn was in charge. There must have been constant change. In 1805, May 9, the *Guardian or New Brunswick Advertiser* announces: "Education. The subscriber, on application to the Committee of the Board of Trustees of Queen's College, having obtained their approbation has accordingly opened a school in one of the rooms of the College edifice, where he will teach Reading, Writing, Arithmetic, English Grammar, Geography, Mathematics, etc. and hopes from the good success which he has ever had in that occupation together with his greatest exertions that those Parents and Guardians who send their Children to him for instruction will soon see them making such progress as will be to them pleasing. Theophilus R. Gates." Mr. Croes, at the same time or a little later, became interested and active also in a young ladies' seminary, which, at that time in the city, was quite celebrated. For a number of years there had been a school for girls, now under one teacher, now under another. Now Miss Sophia Hay, an Englishwoman, gave it a larger and a well recognized standing. It had pupils from as far as New Hampshire on the one side and Tennessee on the other. Mr. Croes conducted classes in it especially in geography and English grammar, subjects which had always especially interested him. This school had its succession in Miss Hoyt's quite celebrated seminary well known to the college students of a later generation.

Mr. Croes remained in charge of the Grammar School until 1808; it had at that time seventy pupils. He then presented his resignation to the trustees, giving as his reasons therefor somewhat impaired health and the pressure of church duties. In 1816 he was chosen the first bishop of New Jersey of the Protestant Episcopal Church; and he still con-

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tinued rector of Christ Church. In 1831 his health was seriously impaired; he died, July 30, 1832, and he was buried beneath the chancel of the church in New Brunswick. The tablet placed there to his memory by his congregation is a testimonial to "the many private virtues of their departed Pastor and friend and of the high estimation in which they held his piety and talents as a minister of the Gospel of Peace and his consummate prudence, continuing activity and constant vigilance as a spiritual Overseer of the Church." At his funeral, "The pall was borne by two of the clergy of the deceased Bishop and by several ministers of the different denominations attached to Rutgers College."

Mr. Croes' strong and successful conduct of the school of Queen's College is an outstanding instance of that continuous and devoted support which the college had from the beginning and still has from friends in the Protestant Episcopal Church, trustees, professors, graduates. From the beginning this church and the Presbyterian shared with the Dutch Reformed the burdens of the college and its honors, as in later times until now all denominations of Christians increasing in the land and in the college life have been one body in the heritage of its privileges and its responsibilities. Mr. Croes received the degree of Doctor of Divinity from Columbia College in 1811. He became a trustee of Queen's College in 1809 and he remained in the board until 1816, presiding repeatedly at its meetings. He had a family of five sons and three daughters. His eldest son, John, was a student at Princeton while his father had the school and he sometimes helped in the instruction; he became a clergyman and succeeded his father as rector of Christ Church. Another son, William, while a student at New Brunswick, was a regular assistant of his father in the school; he was graduated

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from Queen's College in 1809; he had just completed his law studies when he died. Another son, Robert, was graduated from Queen's College in 1815; he taught in New Brunswick for a time, was a successor of his father in the Grammar School; he became a clergyman, receiving from Rutgers in 1870 the degree of Doctor of Divinity.

While the college was inactive, however, this period when the school held the field alone, the two men who had started the college work and the school work a generation before passed away, Frederick Frelinghuysen and John Taylor. Colonel Taylor had been in Schenectady for nearly ten years, teacher in Union Academy, professor in Union College from its birth, sometime librarian, and also acting president, useful, honored, and beloved. On a business visit to New York in 1801 he was stricken with yellow fever and, November 5, he died. He was buried in the old Presbyterian church yard at Schenectady. General Frelinghuysen, first tutor of Queen's, through the years had held his singularly high place among the people of his community and of the state, trusted, honored, but modest, quiet, of no great taste for public life, and not of circumstance to sustain it. His seat in the United States Senate, held since 1793, he resigned, November 9, 1796, constrained, he says, by his duty to his large family and by the unforeseen sacrifice of private interests more than he can continue: "I cannot, Sir, in justice to my feelings conclude this letter without expressing my sincere and lively gratitude for the confidence placed in me by my fellow citizens. A gratitude which it shall be the study of the remainder of my life to evince by a persevering attachment to their rights and privileges." He had, it seems, as the years went on, a presentiment that he would die on his fifty-first birthday; and so it was; he died April 13, 1804. He was

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a trustee of Queen's College from 1782 until his death. In an old family graveyard near Millstone is an old-fashioned tombstone: "Entombed beneath this stone lie the remains of the Honorable Frederick Frelinghuysen, Esq. Major General of the Military Forces, and Representative in the General Assembly of this his native State. Endowed by nature with superior talents he was beloved by his country. From his youth he was entrusted with her most important concerns. Until his death he never disappointed her hopes. At the Bar he was eloquent. In the Senate he was wise. In the Field he was brave. Candid, Generous and Just he was ardent in his friendship, constant to his friends. The patron and protector of honorable merit, he gave his hand to the young, his counsel to the middle aged, his support to him who was feeble in years. To perpetuate his memory his children have raised this monument, a frail memorial of their veneration for his virtues, and of their grief for the loss of so excellent a father." He had seven children, three sons; his son, John, was graduated from Queen's College in 1792; his son, Theodore, was graduated from Princeton in 1804 when Queen's College was not maintaining full undergraduate work, and he became president of Rutgers College, a senator of the United States, and candidate for Vice-President of the United States on the ticket with Henry Clay, candidate for President. At the banquet in New Brunswick on the succeeding anniversary of American Independence, one of the toasts was: "The Memory of General Frederick Frelinghuysen—the Tented Field, the Senate and the Bar bemoan their loss."

The time for the reviving of the college had now come. It was impossible that its trustees and friends rest satisfied for many years with the absence of full college work and the granting of degrees. The movement for a full revival of

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Queen's College began with resolutions offered in the meeting of the trustees, March 25, 1807, by the chief justice of the state, Mr. Kirkpatrick. It set forth as a first concern the erection of a new building. The one in use by college and school since 1791 was not, apparently, thought adequate. The action proposed was: "Inasmuch as the present situation of our country, rapidly increasing in wealth and population and anxiously desiring the promotion of knowledge and sound education, presents the hope of reviving this College and placing it on such a foundation as will comport, not only with the designs of the original founders, but also with the expectations of publick utility which have been placed upon it.

"And inasmuch as it is essentially necessary for this purpose, to erect a suitable building in which students can be conveniently lodged at the lowest rate of expense, and to employ teachers of learning and ability, so that we shall not subject ourselves to the imputation of having imposed upon the publick by the mere name of a College without the substantial benefits thereof:

"And inasmuch as the sum of twelve thousand dollars is deemed to be the smallest sum that will be commensurate to this purpose: therefore

"Resolved, that this Board will use all lawful exertions and take all due measures to raise the said sum of money, and, if successful, will complete the necessary building, re-establish the college and its courses of instruction and raise it to that pitch of publick utility which the present view of things seems to encourage and which the present situation of our country and the church with which this institution is particularly connected, seems to call for." This action was taken unanimously; and Mr. Kirkpatrick, Mr. Cannon, Mr.

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James Schureman, Mr. Hardenbergh, and Mr. Conduct were appointed a committee to devise ways and means for the raising of the money needed. In the event it proved that the movement was to depend largely upon Mr. Conduct, both the raising of money and the beginning of the full instruction. The first thing necessary was to take the new enterprise to the General Synod of the church; an address was drawn up and it was presented at the meeting of the synod that spring by a committee of which Dr. Conduct was chairman. The synod responded very cordially, expressing their approval of the plan for reviving Queen's College but stating some necessary aspects of any financial effort in which they might share. They were now committed to the securing of funds specifically for a professorship of theology and they would stipulate that, in any general subscription through the churches, all the monies raised by the trustees from sources outside New Jersey should be appropriated to the education of young men for the ministry and the establishing of a theological school in such a way as might be agreed upon by the synod and the trustees. Assuming the acceptance of this understanding, the synod recommended to all receiving the appeal a liberal contributing to the repair of the institution, and recommended that their own representatives aid the agents of the college in their work of collection. This was encouraging and the trustees acted accordingly. They started at once to secure funds within the bounds of New Jersey, appointing Mr. Conduct and the Reverend John Schureman a committee to solicit and, also, removing the \$12,000. limit which had been suggested. A little later they appointed a committee to solicit within the bounds of the Particular Synod of New York, Mr. Conduct, the Reverend Mr. Vredenburg, and the Reverend Dr. Abeel. An appeal with form of subscription was prepared, July 6, 1807:

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“The trustees of Queen’s College in New Jersey, sensible of the importance and responsibility of their trust, sincerely desirous of benefitting society to the utmost of their power, and encouraged by the publick sentiment and the growing spirit of improvement that pervades our country, have resolved to revive in its proper course of exercises, the institution under their care; provided they can obtain such a patronage of the publick as will enable them do it on an establishment that shall promise respectability and usefulness. The erection of a more spacious college edifice for the accommodation of students, which is deemed indispensably necessary, will require not less than twelve thousand dollars. For almost the whole of this sum, their present fund being very small, the trustees are obliged to look, and they look with confidence, to the liberality of the publick, to the friends of useful science in general, and especially to the members of the Reformed Dutch Church, for whose benefit chiefly, this institution was originally established. The trustees pledge themselves to those who may be disposed to aid them in this important undertaking, that as soon as a sufficient sum shall be subscribed, they will begin, and as soon as possible finish the necessary buildings, and recommence the proper course of collegiate exercises, under the direction of men of science and virtue; and they confidently hope that this institution will yet, through the blessing of providence, afford a rich harvest of youth properly qualified for extensive usefulness in church and state.

“In order to accomplish this desirable object, we, the subscribers, promise to pay each for himself, and not one for the other, to the trustees of Queen’s College in New Jersey, or to their order, the sums annexed to our respective names, in the following manner, viz. all sums, twenty dollars and upwards, one half thereof to be payable on demand, and the

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residue in six months from that date, and all sums under twenty dollars, to be payable on demand." The first three subscribers were Ira Conduct, \$100, James Schureman, \$200, and Jacob R. Hardenbergh, \$200.

The trustees, at their meeting a little later, September 16, received seven articles of proposed agreement from the synod as to cooperation in work and in financial interests; and the trustees agreed to them. The so-called Covenant of 1807 was thus established which largely determined the life and circumstance, the success or failure, of the next nearly score of years. It was a product of the old idea that would not die of a single institution or a united institution for both collegiate and theological training. It was a virtual revival of the action of 1773, the creating in more formal and detailed way of the situation contemplated at that time. It did not specifically propose the appointment of one man to the two offices of professor of theology and president of the college, but that was the idea underlying, no doubt, and it was the idea soon realized in fact. The seven articles in the covenant were: that both parties in the reviving of Queen's College seek to combine its literary interests with a support of evangelical truth and the promoting of the ministry; that money raised in New York be for the theological professorship and ministerial students; that this money be in the hands of the trustees of the college, and others to refrain from similar activity while the trustees tried out the plan; that the trustees call no professor of theology save one nominated and chosen by the synod; that as soon as sufficient money be secured, the trustees establish the theological work; that a board be appointed by synod to superintend the "Theological Institution in Queen's College," assist in arranging instruction and attend examinations; and, that synod provide mon-

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ey for a theological library and for a theological hall, or contribute their share toward a building or buildings which would accommodate both departments.

The outstanding facts in the agreement are plain. There would be an institution which would have two clearly defined parts, a literary college, and a theological college. The professor of theology provided by the charter of Queen's College would become a fact after all; but the church would name the man to be appointed by the trustees. The church would have a board of superintendents in oversight of the teaching in theology, a board which actually did for many years hold active relation to the college and the synod. The trustees would hold a professorial fund, or professorate fund, a special foundation for the theological instruction; this fund was fully established and served its purpose. The synod and the church would aid in supplying the funds for the needed building; this assistance was never actually given.

The trustees did not delay in the matter of actually reviving the higher instruction qualifying for college degree. Work covering freshman and sophomore years had been maintained; the classes apparently were not spoken of as college classes; they were school classes, although they carried students to a point where they could enter junior at Princeton or elsewhere. It was now necessary to provide for the work of a junior class; and, formally, the higher school classes would become college freshman and sophomore classes. Mr. Kirkpatrick, Mr. Schureman, and Mr. Neilson were appointed a committee, September 16, 1807, to find a suitable person to "instruct the Languages, Arts, and Sciences in this Institution, directed to be taught to students in the Junior Class," and that the faculty be authorized to admit students into that class. A new faculty, supervising commit-

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tee of the trustees, was appointed, Mr. Conduct, Mr. James Schureman, Dr. Smith, Mr. Croes, and Mr. Kirkpatrick. The question of instruction for the junior class was solved by new draft on the service of the minister of the Dutch Reformed Church; the committee reported, December 2, 1807, that they had secured the Reverend Mr. Conduct, who was to receive the tuition money paid by the class, and to receive from the college one hundred dollars and as much more as might be necessary to make his entire payment £100. The next year a senior class had to be provided for; and its instruction was also entrusted to Mr. Conduct, on the same terms as before. That he satisfactorily and fully carried out the work appears in five candidates presenting themselves for the bachelor's degree in 1809, at the first Commencement since 1795; they were Cornelius L. Hardenbergh, William Van Deursen, Rynier Veghte, John Van Harlingen, and William Croes. Plainly students were waiting for the Queen's College full privileges; plainly the college had lost to Princeton year by year men who would have taken the Queen's degree. With the beginning of the academic year, 1809-10, Daniel Harrison Conduct, son of the Reverend Mr. Conduct, was appointed to take charge of the freshman and sophomore classes, his father continuing in charge of the two higher classes.

While the full college course was thus re-established, the work really made active, the effort for funds was under way with some success and the appointments dependent on that success were being made. The subscription in New York City was reported, July 25, 1808, as \$4,500., and the full amount received, presumably all in New York State, for the support of the theological professor was said to be enough to provide \$750. a year income. This being regarded as suf-

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ficient, the trustees were ready to meet the resultant obligation and elect a professor. There was only one thing to do, and this was very agreeable; it was simply to make choice which had been made before; the choice could fall upon no other than John Henry Livingston. Since 1784 he had been the church's professor in theology; teaching from the first in New York City, in 1796, in response to the church's desire for a larger work and in place more retired, he had gone to Flatbush, Long Island, receiving release of half time from his New York City church, spending four days in the week at Flatbush and yielding half his salary; this had not been an altogether satisfying move and, somewhat discouraged by the church's failure to raise funds and its large dependence upon him personally, he had returned to New York almost at once, 1797; there he had still continued his theological teaching in connection with his church work. The trustees, therefore, July 25, 1808, chose him as nominated and chosen already by the church; and they offered a salary of \$750. Should he accept, then the way was open for the filling of the other chief office; a president would be available. They made record that the appointment of a president was expedient; and they elected Dr. Livingston president at once, offering him \$250. as salary, additional to that received as professor. The call was found in form at a meeting, August 15; it was to be engrossed, signed, attested, seal of the corporation affixed; Mr. Condict, Dr. Abeel, and Mr. Schureman, or any one of them, would present it. Neither the munificence of the salary nor the fine formality of the call was sufficient to gain success. There was some correspondence as to possible new conditions; the meagre salary must have been a definite obstacle. The trustees in November asked the consistory of the church of New York to provide some addi-

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tional support, but the consistory declined to do so. Reply of Dr. Livingston, declining the call, was finally accorded full effect, May 15, 1809. At the same meeting the trustees held new election for the office of president. They turned to the man right at home and honored the one who had been bearing the heat and burden of the day; they unanimously chose the Reverend Ira Conduct. The proposal was that, in view of larger withdrawal of him from the service of his church, the Reverend John Schureman be called by the church as assistant pastor and be called at the same time by the college as professor of mathematics; the trustees did actually call Mr. Schureman to the professorship; but he declined the call.

Dr. Conduct was asked by the trustees to be president of the day at the first Commencement, his action on their call being still in abeyance, and the occasion proved a notable one. A resolution of thanks to him was passed, recognizing the very able and appropriate manner in which he had managed affairs. Thanks of the board were also given to Lieut. Comm. James Neilson of the New Brunswick Artillery, the officers, non-commissioned officers, privates, and band of musicians for the "alacrity with which they volunteered their services and performed the escort duties." Dr. Conduct, however, declined the office to which he had been called, November 6, 1809. His help, his oversight, must be retained, it was felt; so call was promptly renewed to him, asking him to be vice-president and professor of moral philosophy, and to have general superintendence of the college, a salary of \$250. for him as vice-president to be provided. He declined the office of vice-president, but stated his willingness to take the general superintendence of the college, and to teach moral philosophy for the session if necessary; and the salary

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proposed for superintendence was fixed. The trustees were struggling with the problem of proper care of all the classes, and were properly anxious that the college work should be made fully distinct from the school classes; they insisted that "the two lower classes be left under the instruction of the present teacher of the Grammar School no longer than until a suitable teacher can be procured for them in the College, when they are to be confined to their studies during the usual hours in the presence of the teacher." Immediately after this they did secure young Mr. Condict for the freshman and sophomore classes. A small boy in the school at that time many years later told his memory of the change and spoke of it as a change for him from an able instructor to a tutor of no experience.

Dr. Condict, in declining formal office, was perhaps all the time busy with activities looking to the originally desired arrangements, to a renewed action which was taken, February 15, 1810. At that time the trustees once again called Dr. John H. Livingston, offering him \$650. more than previously offered him as professor of theology, and \$200. as president of the college. They received from him, April 10, a letter, accepting the call with some slight modifications which were agreed to. Thus finally the long considered and repeatedly attempted thing had come to pass. At the very origin of the college recommended by Amsterdam and Utrecht for the double office; after the war still in mind for it; after Dr. Hardenbergh's death actually called; called again in 1808; now, in 1810, at the age of sixty-four, he was actually to move to New Brunswick, to bring to that city the church's theological teaching, and to preside over the college which had so much coveted his learning and his distinction for its own possession. It would have rejoiced the heart

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of Juffrouw Hardenbergh had she lived to see this day. She had been in New Brunswick since Dr. Hardenbergh's death and had been keenly disappointed that Dr. Livingston did not take up the work there. In 1791 when he was called and declined she questioned sharply whether he had not shirked his duty. Through Dr. Conduct's time she was unceasing in good word to him, often on a Sunday, as he passed her pew on his way to the pulpit, giving to his perhaps overburdened spirit the word of good cheer and encouragement. She had died just before these last calls of Dr. Livingston to the great task. The Guardian or New Brunswick Advertiser, April 2, 1807, has the word: "Died—the 26th inst. after a short illness, Mrs. Dinah (Van Bergh) Hardenbergh, relict of the late Rev. Dr. Hardenbergh of this city in the 82nd. year of her age. Rich in faith and good works—a pattern of uniform, consistent, fervent piety, long to be remembered and devoutly imitated." She is buried in the yard of the old Dutch Reformed Church.

The question of adequate property, land and building, urgently occupied the trustees at the same time with the questions of instruction and academic administration. A proper building was necessary. Possibly the site occupied at the time was not entirely out of consideration. In any case it was quickly forbidden by the impending run of streets through it. As early as 1804 proposals for the continuing of George Street and the extending of Schureman Street had demanded attention and the trustees appointed a committee to use all moral means and employ counsel if necessary to prevent such damage to the college lot. The extending of George Street was a little delayed, but not that of Schureman Street. This did not injure the college property as much, perhaps, as it did that of Miss Ellis who owned the land above that of the

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college. She felt much aggrieved and in the New Brunswick paper, October 31, 1805, advertised: "To be let. A lot of land adjoining the College Lot on the street lately opened which I call Oppression Street. The said street was run through my garden lot in a diagonal form so as to leave the above lot in a triangle; for the injury done me no compensation has been made. Any person desirous to lease the said lot may know the terms by applying to the subscriber living opposite said Oppression Street. Mary Ellis."

The trustees appointed a committee, September 17, 1807, to inquire and make report as to different sites which the town and its vicinity might offer, and the terms upon which land not over five acres could be secured. The same committee was directed to report plans for a college building, to include a theological hall, to be without accommodation for boarding students, but to admit of addition for this latter purpose at later time. On the committee were Mr. Abraham Blauvelt, Colonel Frederick Van Dyke, and Mr. James Schureman. Mr. Blauvelt proved to be the right man for the task. He gave himself to it with devotion; he carried plans through; he deserves enduring remembrance among the outstanding and effectual servants of Queen's College. He was a graduate of Queen's, class of 1789; a brother had graduated in 1785 and another brother in 1783; they came from Clarkstown, New York, at that time in Orange County, later in Rockland County. Three sons graduated from the college; one was in the Grammar School at this time; his personal recollections of the time are preserved. Abraham Blauvelt was a publisher and bookseller and editor.

The committee reported five possible locations for the college, belonging, one to the estate of James Parker, one to Abram Schuyler, one to Lewis Dunham, one to James Schure-

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man, and one to three parties including Abraham Blauvelt. By ballot the property of the Parker estate was chosen. The exact part of the Parker land to be used remained open question, apparently, for about a year, the best location for building between King Street and the turnpike (Neilson Street and Easton Avenue) being sought; it was then determined and specifically accepted, five acres bounded on the east by George Street line and on the south by Somerset Street line, the larger part of the present Queen's campus, streets sixty-six feet wide to be laid out on all sides by Mr. Parker. The land was a gift of the heirs of the late James Parker under the generous influence of his son, James Parker, Esq. The Parker family was distinguished in New Jersey history, and the family mansion in Perth Amboy was famous for its generations of honored life. It is a happy circumstance that the campus of the old college came from a family and especially from a man so eminent in New Jersey affairs and, indeed, so peculiarly interested in questions of education. The elder James Parker was a member of the Provincial Council before the Revolution and a leading member of the Board of Proprietors. The James Parker active in the campus gift was born in 1776 and lived to the age of 92, 1868. He was a graduate of Columbia College, and he became a trustee of Princeton, a man of great ability, industry, and fidelity, active in legislative offices of state and nation. He became much impressed with Thomas Jefferson's educational ideas. He originated in New Jersey the measure, of first importance, for the establishing of a fund for the support of free public schools, the state being then very backward in its public educational system. His family was later represented in the college life by Cortlandt Parker, class of 1836, and his sons, and others.

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The site accepted by the college needed a slight filling out, and the trustees purchased land, a little more than an acre, adjoining the five acres, paying to the estate for it \$332.50; the whole property was conveyed to the college in one deed from Gertrude Parker, sole executrix of the estate; it was received April 25, 1808. It was virtually in the country; streets about it were yet to be made; apple trees were here and there; it had been commonly called John DeMott's orchard. The committee examined the land, selected the best spot for the building, and gave themselves diligently to the study of building plans. They had plans from several sources. The expense involved was of necessity a vital consideration. The question was discussed whether it should be built of brick or of stone; estimates were desired from contractors on the work with each material. The architect whose plan was accepted was John McComb, the best architect of his day. He built, early in the nineteenth century, much that remains quite unexcelled. Several churches in New York were his work, one at Bleecker Street, one at Murray Street, and St. John's at Varick Street recently destroyed, to the enduring regret of the many who regarded it as the best building in old New York. The City Hall in New York was his work, an erection of rare worth with which he was busy at the time he was busy with the building for Queen's College and with which the Queen's building has many common features. The trustees of Queen's went to the man of first rank in his profession; in so far they were worthy of their trust; and the issue was to be no disappointment to them or to the generations of college men that were to follow. The plan originally proposed and, February 10, 1808, adopted, had to be changed, made smaller, to save expense; and, March 3, 1808, it was resolved that the plan of a building presented by Mr.

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McComb of one hundred and seven feet, six inches in front, and fifty-six feet in depth, be adopted and approved of, "subject to such alterations and improvements in the completion thereof as the committee may direct." Again, April 25, Mr. Blauvelt reported that the committee "have received from John McComb, of New York, the plan of the edifice heretofore adopted by the Board completed, that the estimated expense of erecting it will far exceed the sum the Board contemplated to spend on this object, that Mr. McComb has also furnished the committee with another ground plan, the estimated expense of which is much lower and, in the opinion of the committee, more eligible than the former, both on account of saving and elegance." This later plan was thereupon adopted. It, in its turn, received some alterations which, June 27, were approved. These later alterations were no doubt the eliminating of ornament, of details not affecting size or proportions. They may have improved the building whose marked simplicity has been one of its greatest charms. Mr. Schureman resigned from the building committee at this time and Dr. Conduct, Mr. Hardenbergh, and Colonel Van Dyke were associated with Mr. Blauvelt and Mr. Van Deursen. A well was dug near the building site. Stone was decided on as the material. Estimates for the work were received: James Chapman, mason work, \$8,131.13 or \$9,131.; Jehiel Freeman and John I. Voorhees, carpenter work, \$10,000. or, for a part completion, \$7,500. In the fall, 1808, or early in 1809, the work was begun. The date, 1809, is cut in the stone above the front doorway. The corner-stone was laid April 27, 1809. Tradition says that the occasion was well celebrated, that Dr. Conduct, his right hand disabled in some way, with his left hand wielded the trowel or the mallet, and that bystanders generally cast coins into the bed of

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across the College Lot to Schureman Street so far as the said lot extends and to cause such other street or streets to be laid out thro' the lot as they may think necessary and to make sale of the lots east of George Street so continued for such price as they may deem expedient." George Street was opened. The college, therefore, had lots on George Street, Liberty Street, and Schureman Street, with a small frontage on the turnpike. Most of the lots were sold at once, 1809, but sales continued until 1813. The prices ranged from \$200. to about \$700.; and the total received was a very modest sum for land now in the heart of the city, closely built on and very valuable. In time the First Methodist Church was built on one part of the property, succeeding the well-known Mackay pottery which had been located there; and the Second Presbyterian Church, later torn down and replaced by the Soldier's Monument, was built on the part where the College Hall had stood. The hall stood in its place until 1813 when it was given or sold to the City of New Brunswick for school purposes and was moved a short distance to a lot on Schureman Street which the college had sold to Mr. Staats Van Deursen and which he sold to the city. Mr. Van Deursen was both treasurer of the city and a trustee of the college. In 1812 the common council of the city appropriated \$800. to build or purchase a suitable building for a school house. A bill of 1813 reads, "Corporation of N. B. to committee for removing Old College Building, John Miller contract removing house \$300.," other items \$440.85; and the lot cost \$560. There is no balance apparent for payment to the college; but some compensation may have been received. The new location of the building was on the north side of Schureman Street just below George Street. The school established there was the Lancasterian School, after the man-

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ner of many founded at that time; in later time, and until 1872, it was maintained by Mr. A. W. Mayo. An endowment fund of \$4,000. was held by trustees and, since its release by the discontinuance of the school, its income has been given to the Children's Industrial Home. The building was in part used as the years went on by the city overseer of the poor; and in 1896, when the fire engine house on the corner was built, part of it was torn down. A part of the building still stands on the spot to which it was removed in 1813.

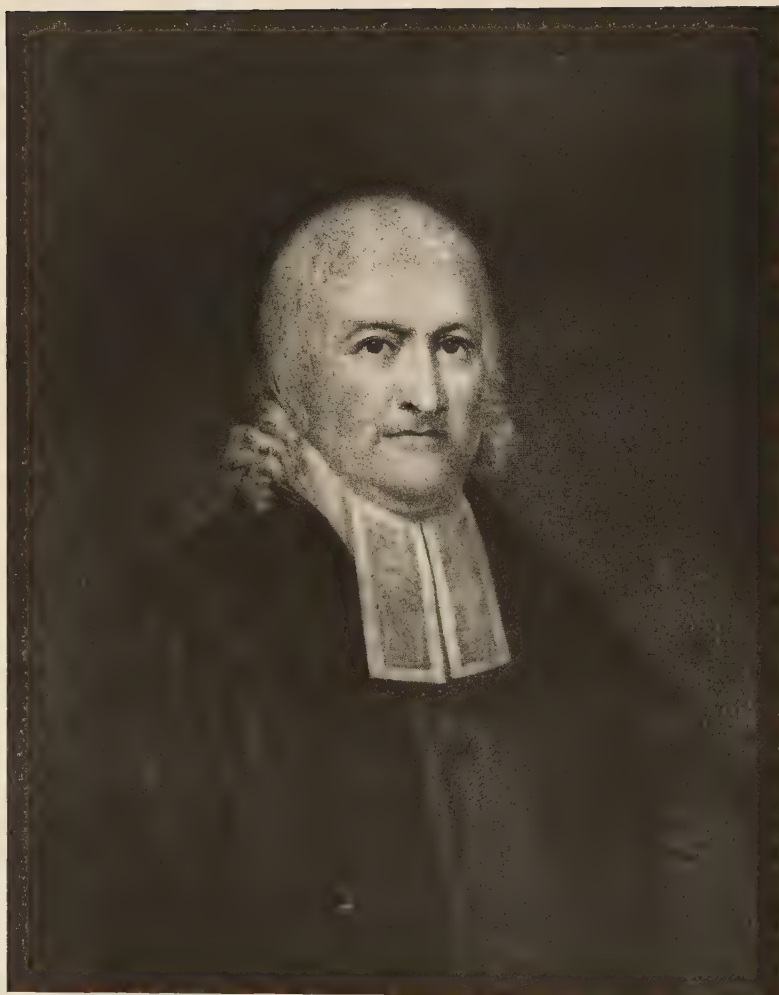
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THE
JOHN CRERAR
LIBRARY



John H. Livingston

CHAPTER VIII

THE TIME OF PRESIDENT LIVINGSTON

DR. LIVINGSTON's period as president was from 1810 to 1825. His coming, it was anticipated, would be the establishing of the college in strength and in the way of progress. It did not work out in just that way. It was the beginning of an era when the theological work was strong and uninterrupted, the dominant element in the institution's life, an era when the literary department had continuing difficulties, very little success, and a second entire cessation of its activities. Recognizing the professor of theology as a Queen's College professor and his work as work of the college, the college was uninterrupted through all his time and the instrument of a continuous and valuable educational service. Dr. Livingston came in time to preside at the Commencement of 1810. He made his home at first in the house on Albany Street, below George Street, known as the Leupp house; there he met his theological students; five of them were with him at the start, two of them, Thomas De Witt and John S. Mabon, coming soon into important service of the college itself as well as becoming later on men of distinction in the church and in education. He virtually at once, however, bought a property, 61.61 acres for \$11,775. on the turnpike, later called in his honor Livingston Avenue, and made his home in the house later occupied by Professor Robert Adrain, still later by the Honorable James Schureman Nevius, and still later by General John B. McIntosh, and now known as the Fick house; after his death in 1825, 55 acres of the land were sold to Professor Adrain. The theo-

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logical instruction may have been given in part at least in this new home; in time, however, it was installed in the college building with the literary work and with the Grammar School. Dr. Livingston's call did not place upon him constant or heavy burden of administration or of service in the literary department. The salary paid him was almost wholly as theological professor. His duties as president were to be hardly more than nominal. He was to preside at Commencements, to authenticate documents, and to take such general superintendence as his health and time might permit. The call was signed by John Croes, president pro tem of the Board of Trustees, and William P. Deare, clerk. He felt that the salary was not sufficient, and the expense of moving to New Brunswick had been considerable; he therefore called these matters to the attention of the trustees, December 5, 1810, expressing at the same time his willingness to wait for adequate salary; they increased the salary somewhat, to \$1,700. and \$300. house rent, but the payment to come from anticipated additions to the professorial fund when in hand, not from ordinary college funds, the emphasis still being on his theological duties; they expressed their sense of his importance to the institution and of the sacrifice he had made in coming to New Brunswick. In his general freedom from teaching and even from administration in the literary department, the active duties remained with Dr. Condict; he served as vice-president and he continued in charge of the senior and junior classes; and his son was in charge of the sophomore and freshman classes; and James Stevenson, Jr., was in charge of the Grammar School, 1809 to 1811; his father had taught 1789 to 1791. A very notable addition to the teaching staff was also made. The trustees were bent on establishing a noteworthy work if possible. They chose Rob-

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ert Adrain as professor of mathematics, November 30, 1809, and promptly, December 26, he began his work. His appointment, repeating the emphasis on mathematics given by the work of John Taylor, was significant of what would be the college habit as years went on, the choosing of men of distinguished ability for all departments of instruction. He was to remain with the college only four years; he was to return to it when it became Rutgers College; and he was to spend his last years in New Brunswick, where he died in 1843.

Robert Adrain was born in Ireland, September 30, 1775. His father was a native of France; with his brothers he had been a manufacturer of mathematical instruments; and, going to Ireland after the Revocation of the Edict of Nantes, taught school there; he was a man of unusual ability and character. Robert was the eldest of five children; he was regarded as somewhat of a genius, and at the age of sixteen, having lost his parents, he opened a school, teaching with much success. He became active in the Irish Rebellion at the end of the century, was wounded in 1798, escaped, and came to this country. He walked from New York to Princeton; in an academy there he taught for two or three years; then he was principal successively of an academy at York and an academy at Reading, Pennsylvania. At this time he began his well-known contributions to mathematical science. He started a mathematical publication and maintained it for some time. Called to Queen's College, his period of service there, 1809 to 1813, was marked by continued activity in research and publication of its results and by constantly increasing reputation. He became a member of the American Philosophical Society and of the American Academy of Arts and Sciences. He issued a new edition of a standard work in mathematics, by other author, for the use of col-

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leges and schools. "The Gentlemen's Diary and Almanac" for the year 1811 was "Calculated by Robert Adrain, Professor of Mathematics." He was a contributor to various scientific periodicals; he proposed problems; and he solved problems; and he discovered important laws and methods in mathematics. He was a large man, of engaging manner, endowed with rare social as well as intellectual gifts. He was well versed in the Latin, and Greek, and French languages, and in English literature, as well as in mathematics. At Queen's College, one of his students declares, he greatly inspired and helped his students. Other word is that only the more able and seriously diligent students were able to profit by his instructions.

Hardly were matters, at the coming of Professor Adrain, well arranged when the death of both Dr. Conduct and his son brought distress again to the college life. Well might Dr. Conduct, bearer of many burdens, master of many tasks, always abounding in the work of the Lord, always self-spending in the college cause, find his departure at hand, as did Dr. Hardenbergh, when but in middle life. He was only forty-seven years of age when he died, June 1, 1811. On the stone at his grave in the old Dutch Reformed churchyard, it is written: "Pious and learned, prudent and zealous, successful in his ministry and greatly beloved, he finished his course and entered into the joy of his Lord." Three months later, August 28, the son, Daniel Harrison Conduct, died at the age of twenty years, cut off in his youth by the same fever that cut off his father in the midst of his years. On the same stone it is written: "Amiable and respected, distinguished for talents and erudition, he soon followed his venerable parent. Their remains are here interred under the same sepulchral monument." The Guardian or New Brunswick Ad-

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vertiser said: "Society has been deprived of one of its best members, and most promising characters. As an instructor of the Sophomore and Freshman classes in Queen's College he exhibited the specimen of the most flattering talents and bid fair to be a bright ornament of the institution which has thus been untimely deprived of his services. A friend and companion of his youth who pays this tribute to his memory can attest his unsullied integrity, the liberality and genuine nobleness of his mind and the sternness of his virtues."

The death of Dr. Condict took from the trustees their real leader in matters of instruction, of administration, and of material advancement. They felt that the college must have a new vice-president at once; and they chose, August 9, 1811, the Reverend John Schureman of New York, and appointed a committee to confer with the consistory of the Dutch Reformed Church on the subject of their calling him, too, his time to be equally divided between college and church; for the church too must find a successor to Dr. Condict. The church concurred in the choice and proposed, in addition, that there be a joint call also on the Reverend Charles Hardenbergh who would also give half his time to the church; the trustees concurred in this and called Mr. Hardenbergh to be professor of languages. Mr. Schureman's salary from the college was to be \$600. and a house in the college building; Mr. Hardenbergh's was to be \$400. Mr. Hardenbergh was minister at Bedminster, a scholar and a man of fine personal quality; he carried on a classical school there. He declined the call and declined a renewed call also. Mr. Schureman also declined the call to be vice-president but, when it was renewed the next year, December 14, 1812, he accepted it. It was resolved, March 26, 1812, that, when the board call a professor of languages, he would not be expected to attend

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the lower classes six hours a day, as is the duty of the tutor under the rules, but that hearing them recite, as in the case with the two higher classes, will be sufficient. Meantime Professor Adrain consented to take charge of the senior class in other studies than those of his professorship; and he was given \$100. extra pay. Mr. Thomas De Witt, graduate of Union College, student of theology, was secured to take charge of the sophomore and freshman classes at salary of \$450.; and he was almost at once appointed professor of languages, a position which, however, he either did not accept or filled for a very short time. Cornelius C. Vermeule, before or just after graduation in 1812, was placed in charge of the sophomore and freshman classes. In 1813 Mr. Ava Neal was secured for these classes. In 1814 Mr. Vermeule was appointed professor of languages; he resigned in 1815; he also had been studying theology and entered the ministry. When, in 1813, Professor Adrain was called to be professor of mathematics at Columbia College, the trustees tried to retain him, proposing to improve the house in the college building which he occupied and offering the unusual salary of \$1,250. with the house; he accepted the call, however, and was to carry on his distinguished work there for thirteen years—then to return to Rutgers, the Queen's of the earlier time. Henry Vethake was chosen to succeed him and he, like Robert Adrain, was to become very distinguished. He was a graduate of Columbia and became an instructor there; from that position he came to Queen's as professor of mathematics and natural philosophy, and, when Professor Vermeule resigned in 1815, Professor Vethake taught languages also for a time. In 1817 he went from Queen's to Princeton as professor of mathematics and natural philosophy, and there was, for a year, also the professor of chemistry. He was later

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professor at Dickinson College and at New York University. From 1836 to 1859 he was in various positions at the University of Pennsylvania, becoming provost in 1854. He was also an author and editor of distinction. The trustees were able also to strengthen the teaching work by securing the full time of John Schureman. Coming as pastor of the church as well as vice-president of the college he soon found his voice unequal to the task of preaching, and the college made him professor of moral philosophy and belles lettres. In John Schureman the college had a man of unusual mind and culture, and of unusually attractive character. He was the son of the Honorable James Schureman and he was a graduate of Queen's College, 1795. He studied under Dr. Livingston and, after pastorates at Bedminster and Millstone, was minister of the church in New York from 1809 to 1811. He accepted the call to New Brunswick after the short stay in New York largely on account of his frail health. He received the degree of A.M. from Princeton as well as from Queen's, and he received the degree of S.T.D. from Columbia. He was held in highest esteem as a finished scholar and a Christian gentleman; at the college he was loved at once and always.

President Livingston presided at the Commencement of 1810 and made an address which was printed by Abraham Blauvelt in pamphlet form together with account of the exercises and of the state of the college, one thousand copies. It gave good account of the founding of the college, and of the circumstance and connection of the church, and paid fine tribute to Dr. Hardenbergh. The college has also copies of the Commencement address of Dr. Livingston, 1811, 1812, 1813, 1814, and 1815. An account of the Commencement of 1812 is preserved: "A procession was formed at 10 o'clock

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at the College Green and proceeded from thence to the new Dutch Church where exercises were conducted"; a Latin salutatory oration and an English salutatory oration were delivered; there was a debate on the question, Is the warrior to be preferred before the philosopher? Orations were also delivered on, The glaring stupidity and pernicious consequences of skepticism, The importance and utility of the mathematics, Deterioration of the fashions, Ought the interest on money to be regulated by law, and Different species of poetry. The reference to the new Dutch Church, the present building on Neilson Street at the head of Hiram Street, is a reminder that in his last days Dr. Conduct was busy with this matter too, the erection of his new house of worship; and it must be further added, that he was at the time also interested in the education of young women, as were other trustees of the college; in 1811 "The Female Academy" was announced by Ira Conduct, Jacob R. Hardenbergh, and William P. Deare. At each Commencement from the time of revival for eight years, 1809 to 1816, there was a good group of men graduated, four, five, or six men, in 1810 only three, in 1814 ten. Many of them in later life became well known in the ministry or medicine or law. Of the class of 1812 Jacob Green became professor of chemistry and natural history at Princeton. Of the class of 1814 Charles C. Stratton became governor of New Jersey. They were students of no mean college with Livingston, the Conducts, and Adrain, or with Livingston, Schureman, Vethake, and Vermeule. Nor was the college disposed to protect its work or the proficiency of its students from the test of critical outsiders; announcement would be made in the public press: "The semi-annual examination of the students in Queen's College will commence on Friday next at 9 o'clock A.M.

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in the College Hall. Parents, Guardians and Literary gentlemen are respectfully invited to attend." The college apparently commended itself. The published account of Commencement, 1815, says: "We cannot close without observing that we owe it as an act of justice to remark that the performance of the graduates was highly honorable to themselves and the institution."

At this time a college teaching staff had come to the dignity of distinct departments. The original and quite continued method of a tutor or professor in charge of a class in all subjects and one in charge of another class in all subjects had given way to the tutor or professor who would take all classes in one subject or group of subjects and another tutor or professor who would take charge of all classes in another subject or group of subjects. An announcement of the committee of the trustees in the *Fredonian*, the paper founded at this time and to be for many years the channel of college news, says, November 24, 1814, that the college "has been for some time in operation and is under the charge of officers whose talents and ability they can with pleasure recommend." They name the president, vice-president, and professors, and add, "To aid the president and professors in the government of the institution and superintend the course of instruction, there have been associated with them the Rev. Dr. Croes, the Honorable James Schureman, Dr. Chs. Smith and the teacher of the Grammar School for the time being; who with the president and professors constitute the Faculty of the College and regularly attend the stated meetings of that body. . . . For the accommodation of the professors and students there has lately been erected at the expense of nearly thirty thousand dollars a spacious and elegant college-edifice in which the exercises of the Institution are conducted. A

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considerable College Library has also been procured which, in a few weeks, will be greatly increased. Provision has also been made for the purchase of a more complete Philosophical apparatus." It is further stated that the officers of the college are required to visit the students' rooms twice in every week to see that the laws of the college in relation to study hours and moral deportment are obeyed; and that the members of the senior class are allowed to attend with the seminary students upon the lectures in theology. The library, begun or enlarged by the bequest of Peter Leydt, had increased to a "respectable library" in the judgment of the church's committee. In 1813 there was a conference committee and the faculty were asked to furnish a list of books suitable to procure. The purchase of philosophical apparatus was a constantly recurring question; and the appointment of a professor of chemistry was proposed as early as this, but the trustees had no funds for the purpose.

As early as 1816, however, there was an interesting proposal of what might be called extension work in chemistry made by Henry B. Poole, a graduate of 1813, and John J. Barker: "Lectures in Chemical Philosophy. Having heard many complain that the city is deficient in public amusements, especially in winter, and concluding that they who offer a recreation at once rational and useful will obtain the approbation and support of the public, we respectfully submit the following proposal for their consideration. Lectures on Chemical Philosophy with illustrative experiments shall be delivered once a week, commencing in November next and terminating with the April following; at \$10. the season ticket to subscribers, or 50 cents per lecture to casual and irregular attendants; provided that by the first of August next we meet with sufficient encouragement to induce us to pro-

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cure the necessary apparatus and materials, to ascertain which fact we have left in the hands of Messrs. Terhune and Letson a blank engagement. . . . Thirty subscriptions are deemed an indispensable inducement." It was a commendable enterprise. It does not appear whether the effort to provide amusement with profit succeeded, whether the thirty righteous were found in the city to save its reputation. It does appear, however, that the mind of the time, and the Queen's College of the time, surely was awaking to this vastly important study, and, as well, that teaching which we now know as extension work was even then offering itself. It has to be related, on the other hand, that tradition quotes President Livingston as exclaiming at even later date, "The Chemists talk of their oxygen, hydrogen and nitrogen. Fools, Fools! What do they know about it? After all it is nothing but matter." To him theology was much more assured science than chemistry, and to analyze the spirit much more important than to analyze matter.

The Laws of Queen's College were printed by Abraham Blauvelt in 1810, a pamphlet of twenty-two pages. They show a very **formal and complete** organization for the revived college. They enjoin exemplary life upon the officers of the college; and they say who shall compose the faculty. They enter into very definite and detailed direction as to students' conduct. They establish regulations regarded to-day as quite beyond the scope of college authority. They deserve some reciting in detail as a picture of the times at Queen's and no doubt at other colleges. Some extracts are:

"No one shall be admitted into the freshman class unless he be found on examination able to make grammatical Latin of any exercises of Mair's introduction and to translate into English, from the Latin, Caesar's Commentaries of the Gal-

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lic War, Salust, the Eclogues, Georgics and five books of the Eneide of Virgil and from the Greek the four Evangelists of the New Testament or what shall in the judgment of the faculty be equivalent in other authors; and also to perform any ordinary exercises in vulgar arithmetick at least as far as the rule of proportion."

"The times appointed for study during the winter session are from nine o'clock in the morning until twelve and from two o'clock in the afternoon until five, and from seven o'clock in the evening until nine. And during the summer session from five o'clock in the morning until seven and from eight until twelve and from three o'clock in the afternoon until six. In these appointed hours every student shall remain in his room, except when called out to attend some stated exercises of the college or other necessary business of which he must give a satisfactory account."

"There shall be two stated examinations every year in all the classes in the college, one at the close of each session."

"All examinations shall be in the presence of the faculty and such of the trustees and other gentlemen of education as may please to attend."

"Two orations at least shall be pronounced on the stage every evening before all the students when assembled for prayers. This exercise shall be performed by all the students in rotation, agreeably to the order which shall be prescribed by the president or faculty." "No student shall at any time speak upon the publick stage anything that is indecent, profane or immoral, under penalty of publick admonition."

"All superfluity and extravagance in dress are to be discountenanced in this institution but at the same time it is required of every student to avoid all slovenliness and care-

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fully to preserve a neat, cleanly and decent appearance.” “Since distinguishing habits of dress have become customary in public seminaries and apparently useful, it is required of every student in this college to procure a black gown with the peculiar badge of his class, made according to the mode which shall be prescribed by the faculty.” “The students shall appear in their gowns at publick worship on the Lord’s day, at morning and evening prayers, at examination and at all publick exhibitions of the College.”

“Every student shall address the president, professors and tutors with becoming respect, shall take off his hat when he meets them and shall remain uncovered while in their presence within doors. An insult offered to the president or either of the other officers of the college shall be deemed a high misdemeanor.” “Students of the lower classes are required to yield that modest and respectful deportment toward their fellow students in the higher classes which is due to their superior standing.” “No student, without leave first obtained from the president, a professor or a tutor shall go a-fishing or sailing or go more than two miles from the college.” “The students shall not play at hand or foot ball or any other game of diversion near the college buildings or within the limits which shall be prescribed to them by the faculty. No student shall be permitted to keep a dog or any kind of fire arms or powder nor shall he hold or maintain for his use or pleasure any horse or riding beast.” “No student shall in any manner disguise himself either for the purpose of imposition or amusement.” “No student shall attend any dancing assembly or dancing school or fencing master in the city of New Brunswick during any session of the college.” “No student shall anywhere in the city of New Brunswick act a part in or be

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present at the acting of any tragedy or comedy." "No student shall play at billiards, cards, dice or any other unlawful game or at any game whatever for a wager." "No student shall under any pretence visit any billiard table or public ball alley, nor shall he go to any tavern, beer house, oyster house or the like for the purpose of entertainment or amusement without express permission from some officer of the college." "No student shall employ a barber on the Lord's day to dress his head or shave him nor shall he pay visits on that day or encourage the visits of others, nor shall he spend any part of the day in amusements, recreation or unnecessary secular business."

The regulations as to the residence and conduct of students in boarding houses are also very carefully defined.

The section as to punishment and rewards is also very detailed and complete.

The admission fee is \$3. or in the sophomore class \$5., in the junior \$7., in the senior \$10. "The firewood necessarily used by each class in the college building shall be assessed upon the members of it equally."

Of vacations, it is said, "There shall be in this college, two vacations in every year, the one shall begin the day following that appointed for commencement and shall continue six weeks, the other shall begin the day following the second Tuesday in April and shall continue four weeks. The annual commencement in this college shall be on the last Tuesday of September."

The organization and instruction of the Grammar School are also carefully defined. The hours of instruction during the summer session are half past eight to twelve and from two to five; in the winter session they are from nine to

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twelve, half past one to half past four, Saturday afternoon alone excepted.

The need of funds was incessant and means other than appeals to the people in the churches were used. One such means at least is not considered in these later days as at all consistent with the church standpoint or with college propriety but is, on the other hand, considered quite intolerable and even placed under ban of the law. The need of funds and the custom of the times as well brought Queen's College to the use of the lottery, an incident of the time, and again at later time, of some special importance. It is rather a long-drawn-out story. Although some nations, Belgium, 1630, France, 1636, and others early abolished lotteries, England continued them and thence the practice came to America. From the first they were common for public and private purposes. In 1776 Congress arranged one; most of the states did so, New York in 1783 and as late as 1833. Various acts of the Legislature of New Jersey dealt with the regulating of the thing. The state itself arranged one to dispose of its Indian lands. Churches availed themselves of this means for raising funds, Presbyterian and Episcopal and Dutch Reformed churches, the Presbyterian at Bound Brook, the Dutch Reformed at Raritan, the Episcopal at New Brunswick, and many others. The colleges could not afford to ignore so profitable a method of raising money. More than one lottery was held for the college at Princeton; in 1773, by a lottery held in connection with the Presbyterian Church of Princeton, the college secured £5626.

The trustees of Queen's College, October 15, 1810, resolved to make petition to the Legislature, whose action was necessary for the privilege of a lottery; and Mr. Harden-

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bergh and Mr. Boggs were appointed to present it. The petition was for some reason refused, and the trustees, September 9, 1911, resolved to renew it. Chief Justice Kirkpatrick was made a member of the committee to prepare it. It was signed by Dr. Livingston, president, and William P. Deare, clerk. The trustees recited the origin of the college, the early success, the damage by the war to their work and their resources, the now revived work, the debt incurred by building a new college edifice, the need of completing this, and of resources for support. They assumed that a direct grant from the Legislature might be inadvisable. They recognized possible evils attaching with the lottery privilege but were convinced that the great good to be gained outweighed them. That sentiment was awakening against the lottery practice, that it was beginning to appear to some people as it appears to virtually all people today, became evident in the experience of the bill in the Legislature. For one reason or another fifteen members of the Assembly voted to postpone it, but twenty members voted for action upon it. Thereupon some one moved that the title of the bill, "An act to raise a fund by way of lottery for the promotion of literature," be amended to read, "An Act to promote gambling." Twelve men voted for this; but twenty-four men voted against it; and the privilege was granted January 15, 1812. A petition from citizens of New Brunswick had been sent to the Legislature sustaining the petition of the trustees. It bore two hundred and twenty-one signatures. It said, in closing: "Upon the whole, therefore, your petitioners believe that a lottery exclusively for Queen's College is the only expedient for establishing that institution; that without this expedient it must decline; and thus the charities of thousands of the

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citizens of New Jersey which have already been expended must be totally lost." The act authorized a lottery for \$25,000., of which \$5,000. was to be paid to the state, the remainder to be used for the furnishing of the building, and for the purchase of a library and of philosophical apparatus. The privilege was to terminate in three years. Mr. Hardenbergh, Mr. Boggs, and Mr. Van Deursen were appointed by the trustees a committee to prepare a plan. They acted promptly. Managers were appointed, Lewis Dunham, Henry Southard, and Staats Van Deursen, who gave bonds with surety, \$10,000. Mr. Schureman, Mr. Boggs, and Mr. Hardenbergh were made an associated committee. In the *Fredonian*, February 27, there is an advertisement of lottery, class No. 1, signed by the managers. Fifteen thousand tickets were to be sold at seven dollars each, \$105,000. The first prize was to be \$25,000. In all, 5031 prizes were offered, leaving 9969 blanks. The drawing was to commence on the first Monday in October in New Brunswick. "The Trustees of the College do also guarantee the effectual payment of the prizes according to the above scheme. . . . Prizes not demanded within twelve months after the completion of the drawing will be considered as relinquished for the benefit of the college." The trustees directed their treasurer to purchase one hundred tickets, any proceeds to be applied to the purchase of philosophical apparatus. Drawings were continued on set dates from October 1812 to March 1814. On the first day No. 14551 drew a prize of \$500. Advertisement continued in most persuasive way: "The prospect to advertisers is now more flattering and as the object of this lottery is most laudable, it is assumed that the managers in the future will be able to progress regularly." Again: "Any person wishing

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to possess himself of a snug \$12,000. or so would do well to call immediately as the tickets are going off rapidly." Again: "A desirable prospect is now presented to all who may be the least inclined to travel the High Road to Fortune and, for the small consideration of \$7., David J. Fitz Randolph will grant a passport to the favor of that alluring Goddess." Again: "The inducement to adventurers in this lottery are so great and so obvious that it would be perfectly superfluous in us to mention them." How much money was realized for the college does not appear; probably it was not much, for the financial difficulties were by no means removed; possibly as much as \$10,000. was secured. There were burdens and embarrassments involved; the accounts were not easily or readily straightened out; as late as 1816 a committee of the trustees was before the Legislature for the adjusting of some claims apparently still pending; and as late as 1819 there is an account in the trustees' minutes of debt to the lottery account. Ten years after the granting of this lottery privilege there was to be another incident of the same kind, possibly both more troublesome and more profitable.

During this early period of the revival of the college work came the second incident of the medical school. Dr. Nicholas Romaine, who had been the leader in the incident of 1792 and who had passed through varied experience since, had returned to his old project of a medical school organized and taught according to his own ideas. The charter which he had been unable to secure fifteen years before on account of the opposition at Columbia he had secured in 1807. The institution had difficulties very soon and Dr. Romaine, who was the president and a professor, withdrew, heading a secession as he had at the earlier time; and again, therefore, he sought

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connection with a degree-granting institution and again he came to Queen's with his proposal. He wrote President Livingston, October 8, 1811, stating that a provisional organization had been formed, but that no appointments had been made, that advice and cooperation as to these was awaited. Evidently he was proposing to stand on the old connection with Queen's, and to receive from the trustees of the college such formal treatment as had been accorded before. He and his associates began their work early in November and they had at once a large number of students, larger it was said than had ever gathered at one place in this country for the study of medicine save at Philadelphia. They then drew up a formal document, December 14, 1811, addressed to the president and trustees of Queen's College, asking for their institution, the "Medical Institution of the State of New York," an academic connection with Queen's College. This was signed by the six physicians who composed the movement, Archibald Bruce, Nicholas Romaine, John Watts, Jr., John Griscom, Thomas Cock, and Valentine Seaman. These names were of highest rank in the profession at that day; they have come down to succeeding generations as names of great distinction, some of them of international reputation. The memorial was accompanied by a letter of full explanation, relating the motives which animate the founders of the institution, the model maintaining in Paris and London which they follow, the propriety of academic pronouncement on the work of students and grant of degrees to them, and the necessity of maintaining the work itself in populous cities where needed facilities and hospital foundations are to be found. It concludes: "Under these views and impressions it is the desire of the members of the medical institution to have a permanent connection with the Trustees

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of Queen's College, so that medical degrees may be granted to students when sanctioned by them in such manner as may be prescribed and agreed on with the Trustees. The basis of the proposed connection may be founded on the principles and understanding which existed some years ago between the Trustees and Drs. Romaine, Moore, and Kissam, particularly as professional men view the Trustees with consideration on account of some valuable dissertations published under their authority, as that of Dr. Addoms on Fever, it being the first publication respecting those fevers which have been of late years so fatal to many of the inhabitants of the United States, and also that of Dr. Van Solingen on Worms, which is one of the best works extant on that subject." It was tactful flattery on the part of the canny physicians to give Queen's College the credit of these important researches and publications, the trustees no doubt appreciating it even though they were hardly responsible for the choice of the second most interesting subject any more than of the first. Drs. Griscom, Seaman, and Cock add: "as members of the Society of Friends we except only to the forms of address [Reverend, etc.] but agree in substance."

Dr. Watts was made a commissioner by the medical professors to confer with President Livingston; they came to agreement very promptly; the trustees, therefore, at the meeting which received the memorial had also before them a complete plan of action; and they adopted it on that day, January 21, 1812. There were fourteen articles in the union thus established. In them the trustees accede to the request, since, they say, it is the express object of all literary institutions to aid the progress of science. They declare the connection formed in 1792 to be terminated and that the new connection is similar but better explained and more fully con-

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firmed. They hold it necessary that the medical professors receive appointment from the trustees of the college and that these professors be the medical faculty of Queen's College. They prescribe the term of study and the manner of certifying and qualifying for degree. They become responsible for no expense; and they renounce all emolument save that a candidate on receiving his degree may make such acknowledgment to the president as the medical faculty shall approve. They establish the staff by the appointment of the six signers of the memorial, and Robert Bayard, M.D., in addition, as professors, naming the title of each chair, and constituting them the faculty of medicine of Queen's College in New Jersey. They undertake not to act at all in control of the work of the faculty, but to leave all governing and teaching to them as if the union did not exist. They exact or enjoin nothing but an annual report. They lay the responsibility for the support and the success of the medical institution plainly and fully upon the medical faculty, expressing at the same time their persevering interest in it in behalf of medical science. The physicians accepted this understanding and the appointments given them at the same time, April 14, reported that their work had begun on November 4, preceding, that one hundred, fifty-one, and thirty-seven students, respectively, had attended certain groups of lectures, and that excellent facilities for the work had been made available. The classes were held in a building at 204 Duane Street, New York. In so far, from this time for a few years. Queen's College was of a truly university sort; it had a graduate school, a school of medicine, and it gave the degree of the medical profession. In 1812 five candidates received the degree; in 1813, one; in 1814, two; in 1815, seven; and in 1816, six. Among those thus graduated from Queen's in

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1816 was Samuel Rodman Drake, the distinguished poet, writer of the poem of the flag, commencing, "When Freedom from her mountain height." Annual reports were made each year by the medical faculty to the trustees.

The university tone of the Queen's College life at this period was, however, much more apparent in the other affiliated graduate school, that of theology. This school has its place indeed as the main part of the story of the period. With the medical school the college simply had a far-away degree-granting relation. With the theological seminary the relation was not at all of degree-granting; then, as generally still, a school of theology did not have a professional degree. The relation was much more vital and intimate. The students in theology were, virtually all of them, graduates of a college; they held the bachelor's degree from Queen's or from Union or from Columbia or elsewhere. They were taught in the same hall and in some measure by the same professors as the Queen's undergraduates; they were taught chiefly by the president of the college; he was the professor of theology, and he was such by college appointment as well as by church appointment. Students of theology in considerable measure were promptly made use of for the instruction of undergraduates or of boys in the Grammar School; Thomas De Witt, C. C. Vermeule, and John S. Mabon served in this way. The attendance on the lectures in theology was steady and substantial; a good number of men were each year sent out to the church for ordination and for ministry in its parishes. Dr. Livingston brought five students with him when he came from New York in 1810 and he reported that in 1811 there were nine studying with him. In the classes, 1812 to 1816, there were

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thirty-two students. Dr. Livingston was the only professor in the theological seminary until 1815.

The co-resident work of the literary college and the theological school compelled frequent intercourse between the trustees and the synod of the church. Funds were wanting for the adequate support of each department; payment of the original cost of the building and for further work upon it was a pressing problem; even salary payments became past due; and questions arose as to the proper use of such funds as were in hand. In June 1812 President Livingston, making his first official communication to the synod, stated that, while he had given up a salary of \$2500. in New York for one of \$1400. in New Brunswick, later raised, if money were available, to \$1700. and \$300. for house rent, he had received \$771.86, with about \$400. more expected, for two years salary. He did not find fault. He pressed no claim for the larger amount in the later offer of the trustees; the agreement, he felt, was simply nominal and honorable; and he especially regretted that the income of the professorial fund was entirely given to salary and that there was thus nothing for the aid of theological students or for the library. The synod then bestirred itself again, appointing agents to seek funds and proposing collections in the churches. A communication also was sent to the trustees emphasizing their theological professorship as a thing independent of and distinct from the support and government of Queen's College and as very surely and invariably to be so recognized. This was a correct view which in time was to work itself out fully and satisfactorily; but at the moment it was not in all aspects easy of understanding or application, since the professor was a professor of the college too. The next year, 1813, the synod

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inquired of the trustees the state of the funds with which the church was concerned; how much had been subscribed in the State of New York and how much paid in for the theological professorship, how much had been paid out on property, what was the interest received, how the interest had been disposed, whether the professor's salary had been fully paid, and whether there was any surplus for students or library. The trustees answered that \$21,000. had been subscribed, over \$16,000. collected, and over \$10,000. put out at interest on bond and mortgage. They stated that they had put none of the fund in the building; and they directed the treasurer to pay to Dr. Livingston seven per cent income on the more than \$5000. they held uninvested. The synod were gratified at the report; they expressed approval of the things done by the trustees; they felt that the trustees had allowed some excess of interest and arranged for its return; they even felt that there was some obligation to the trustees in the building matter unfulfilled and recommended that \$3000. of the principal of the professorial fund be used for that. The trustees, therefore, with the same understanding, did this. Later on each party discovered that this was a mistake, and the \$3000. was returned to the fund. Again in 1814 the synod thought that arrears of salary might be paid from the principal of the fund; but the trustees felt that this could not be done, and borrowed money for the purpose. Meantime also the effort of the synod was under way for the desired second professorship in theology. The church at Albany promised \$750. a year for six years, and the church at New Brunswick promised \$200. a year for six years if other churches would join with them in the needed support. And in 1815 Dr. Schureman, already professor of moral philoso-

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phy and belles lettres in the college was appointed by the synod professor of pastoral theology and ecclesiastical history.

It can be well imagined what the financial problem and difficulty of the literary department, the undergraduate Queen's College, was. There is no evidence of increase of funds save as some results may have accrued from the lottery. The building expense was finally provided for, no doubt, but principal or current gifts for maintenance were scarcely at all received. Although students attended and graduates were sent forth each year, the question of support not only but even of continuance at all became acute. The work in theology was sufficiently provided for to be of sure enduring; it had some permanent funds; the church had special responsibility for it. The college had not found sources of support upon which it could largely or continuously rely. On the other hand, graduate work in theology depended on undergraduate work in the languages and sciences. It would be unfortunate if theology were to lose the literary work beside it and the young men of the church have to depend upon distant institutions of other connection for their college instruction. Under the circumstances a new proposal was made. In its basic idea of a union between theology and the college it was not far removed from the plan which had been maintaining under the Covenant of 1807. In fact it simply differed in giving theology a distinctly dominant position and in reducing the literary program to a distinctly minor place. It proposed to evolve from the situation a theological college, this title well expressing the institution in mind. It was discussed by committees of the trustees and of the synod in 1815 and came to virtual adop-

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tion. It provided for an institution to be primarily and pre-
vailingly maintained for students for the ministry. With
them, however, as a special privilege a few students would
be admitted for other studies, twenty or thirty, certainly not
over fifty. There were to be three professors appointed by the
synod and approved by the trustees, a professor of theology,
one of biblical criticism, one of ecclesiastical history; and
one professor was to be appointed by the trustees alone, a
professor of mathematics and natural philosophy. The first
three professors would teach languages and other literary
studies, as well as their theological subjects. The funds of
the synod and of the college would be united, with the under-
standing that the synod would raise annually one half of the
salaries of the professors they would appoint. Dr. Livingston
was not attending all the meetings of the trustees at this
time, perhaps from motives of delicacy. A committee was
appointed to confer with him, and they brought back his
word "that, at his time of life, he could not undertake to
perform any active duties in the college; that he considered
the prosperity of the college essential to the best interests of
the Dutch Reformed Church, and that he hoped and believed
that the present plan proposed by the synod and adopted by
the board was calculated to call forth the energies of the
church in its behalf, and that if the board of trustees could
fix upon an active man as president of the college, he would
cheerfully resign; that he retained the appointment of presi-
dent not to gratify himself but to oblige the board of trus-
tees."

The trustees were after all, however, unable to see promise
of the resources necessary for the meeting of their part of the
responsibility; there seemed to be no guarantee of this more
than in the past. Their committee charged with a study of

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the funds reported April 8, 1816: "Your committee from the view of the statement of the college funds as exhibited to them are of opinion that the income of the funds, with such sums as may probably be received for the tuition of students, are entirely insufficient to support the present establishment of professors and teachers in the college. They would, therefore, recommend that the Board of Trustees offer to the General Synod of the Dutch Reformed Church in America the use of the college lot and building thereon for the accommodation of the Theological College, established in this place under their patronage, with the exception of the wing now occupied by Professor Vethake and the room in which the Grammar School is at present kept; . . . and that on the General Synod's accepting the offer of this Board at their next meeting, the Board should thereafter discontinue the exercises of the college, and as far as they may be enabled solely support the Theological Department as long as it is continued in this place." At their meeting, May 28, this report was adopted with slight amendment; the offered use of the building, with parts reserved, to be "until it may be deemed expedient by the Board of Trustees to revive the exercises of the College," and the assured support of the theological department to be so long as synod should continue it in this place, "or until the Board shall revive the exercises of the College." Eleven members of the board voted for the resolution; four voted against it, the Reverend Charles Hardenbergh, Robert Boggs, Charles Smith, and William P. Deare. At a meeting, September 23, it was "Resolved, that the exercises of the College be suspended on the rising of this Board." For the second time, then, forced by the lack of resources for proper sustaining of the work, Queen's College suspended undergraduate exercises; as a college it

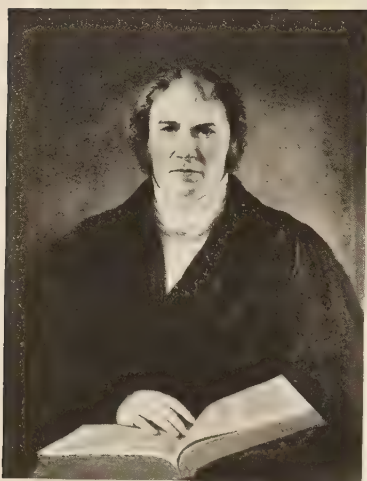
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again ceased to be active in the year 1816. It may well be imagined what distress was felt by the devoted friends who were never wanting in toil or sacrifice for the cause. It may well be realized, too, how fully they held the hope and expectation that the work would not really die; they twice plainly put into their unhappy resolution the words, "until the Board revive the exercises of the College." Dr. Livingston himself had no doubt about the future. When one of his students in theology expressed to him the fear that the theological department might follow the college in decline, he exclaimed, "Not so, my son. I know it shall live and the college shall revive, for the foundations were laid in the faith and the prayers and amid the tears of a little band of the followers of Jesus. Oh, yes, we prayed and prayed again. I know that it shall live."

On suspending the undergraduate work and omitting to grant the bachelor's degree the trustees resolved that it was inexpedient to continue the granting of medical degrees. The medical faculty felt somewhat aggrieved at this and presented a complaint to the trustees. This was answered with due deference and explanation and the action maintained. The second medical connection, begun in 1812, therefore came to an end in 1816, twenty-one students having received the degree of M.D. during the period of affiliation. The medical faculty then turned to the newly established Geneva College in western New York and with it entered into a degree-granting agreement, involving some pecuniary advantage to the college; but this was speedily terminated; and the Medical Institution itself, distinguished as it was, continued its organization only a few years longer.

Two activities of the college continued in strength and usefulness. The General Synod had accepted the offer of the

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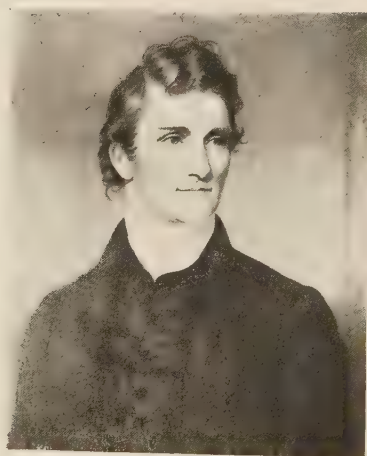
Robert Adrain



Henry Vetbake



John Schureman



John De Witt

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use of the building, with reservations, and continued in it its theological training. But the work was not only in the college building; it was as well under a college professor, for Dr. Livingston was the Queen's College professor of theology; and he was the continuing president of the college although the undergraduate work was intermitted. Dr. Schureman, professor in the college, had been made also the church's professor of ecclesiastical history and pastoral theology; in 1819 he died, greatly lamented, and, after the Reverend Thomas De Witt had declined to succeed him, the Reverend John Ludlow was appointed in his place; and on Dr. Ludlow's resignation in 1823, the Reverend John De Witt became professor. John Ludlow was a graduate of Union College and had concluded his course in theology with Dr. Livingston in 1817, only two years before his appointment as professor. He was a man of gifts and of power and was destined to play a large part later on in the history of Queen's when it had become Rutgers College. When he left New Brunswick in 1823 to become minister of the Dutch Reformed Church in New York his students protested, but he asked them not to press their opposition to his going. John DeWitt had studied at Union College and at Princeton, and had studied theology at New Brunswick under Dr. Livingston, class of 1813. He, too, in a life of rare quality and fine service, only too brief, was destined to play an important part in the reviving of the college and in the early years of its new activity. It was a strong theological faculty for those days, and indeed for any time; and the work was by no means small or unprosperous. Under Livingston alone, and then under Livingston and Schureman alone, men were trained in good number who entered into fruitful service for the church, some of them coming to distinguished

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place. They came in greatest number from Union College; and they came from Princeton, Columbia, Dickinson, and elsewhere. Thomas DeWitt, who became the great divine of the church of New York City, and John S. Mabon, who became a famed teacher of youth, finished their studies in 1812. Two men were graduated in 1813. Among the four graduates in 1814 was Cornelius C. Vermeule, graduate of Queen's, 1812, who became professor in the college. Three men were graduated in 1815, five in 1816, and seven, among them John Ludlow, in 1817. In 1818 there were four graduates, and in 1819 nine, including James Romeyn, who was to become one of the great preachers of his generation. Eight finished their work in 1820, including Isaac Ferris who was to become Chancellor of New York University; from 1821 to 1823 there were fifteen to finish their work, including Benjamin C. Taylor who was to become not only a leader in the church but also a great leader in support of Rutgers College. In 1824 the largest group of all was graduated, thirteen men. In all more than seventy-five men were trained in theology by the Queen's College professor between the year 1812 and the year 1825 when Dr. Livingston died and when the undergraduate work was begun again. It was a fine achievement for the world of learning and religion. The college building and the college trustees were not without their part in the noble enterprise, and Queen's cannot be counted wholly idle in those days although it was the church that especially sustained the work and presided over it.

An incident of great moment at this time in the ministerial behalf and in the annals of the college was the Van Bunschooten gift and bequest. It is not without its dramatic flavor. It was an outstanding generosity in the church and college world of that day. It was probably the first distinct

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foundation for the aid of theological students provided in this country. It has been the precursor and the inspiration of multiplied and abundant gifts for this indispensable work in the life of the Dutch Reformed Church and of all denominations. Elias Van Bunschooten was born at New Hackensack, New York, was graduated at Princeton, studied theology with the Dutch Church domine at Kingston, the Reverend Hermanus Meyer, and soon became the minister in a wide wilderness country on the Delaware, in Sussex and Warren Counties, New Jersey, Orange and Ulster Counties, New York. In 1785 he was installed by Dr. Jacob R. Hardenbergh, just before Dr. Hardenbergh's return to New Brunswick, over three churches and an uncharted parish, points of which we know as Walpack, Minisink, Bushkill. He made his home in the beautiful "Clove" amid the mountains and became a man of substance as well as of ministerial devotion. He acquired much land, 700 acres, built a mill and other buildings and was modestly prospered. He was a bachelor, somewhat eccentric, of scholarly tastes, of sterling character, and of spiritual power. In 1812 at the age of seventy-four he gave up his active pastorate; in 1815 he died. Dr. Livingston, who was also born near Poughkeepsie, perhaps knew him in boyhood; he knew him well in later years at least; they were devoted friends.

In 1810, July 31, Dr. Livingston wrote Mr. Van Bunschooten: "Feeling my strength fail for the usual labors of the ministry, I have resigned that work to follow the call of my master in another department. . . and am now making preparations to remove shortly to New Brunswick, there to devote the short remnant of my days to the immediate work of the professorate, agreeably to the wishes and resolutions of all our churches. . . . I have considered

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in what way it will be possible for you to afford signal assistance. . . . There are three great objects attached to our institution, neither of which have funds provided for their accomplishment. *One* is, the support of poor students in theology. . . . *Another* object is, the purchase of a library for the use of the students in theology. The *third* is, a fund whose interest shall be applied for the immediate support of the professorship itself, and maintaining such assistants as will soon be wanted. . . . Select for yourself either of these objects agreeably to your own choice, or unite the whole in one common benefit, referring it to the General Synod to apply at their discretion. Think upon this subject, my dear sir, with that seriousness it deserves; and if you find yourself, through grace, disposed to leave anything for this purpose, let it be inserted in your will without delay, for our lives are precarious. . . . suffer me to mention that the legacy ought to be made to some body Corporate in trust for the uses intended, and none is so proper as Queen's College. The style or name of the college by which it can receive or hold property is 'The Trustees of Queen's College in New Jersey.' To them let the devise be made; expressly, however, and clearly declaring the precise trust or object you intend . . . excuse, my dear old friend, the freedom with which I have communicated these sentiments." The letter no doubt reached the old man's heart. But four years passed, and he had but one more year to live; then he was ready to declare what he wished and what he would do. He chose the first of the three objects proposed by his friend, the president of the college. At the meeting of the General Synod in 1814, June 9, in New York City both men were present. In the midst of the proceedings Elias Van Bunschooten stepped into the aisle of the church, walked up to the table at the front, and laid on it

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ten bonds amounting to \$13,800. and in cash \$800., a total of \$14,600., asking whether the synod would receive it to be held by Queen's College, the interest of it to be available for his chosen purpose after his death. He had his document all prepared; it was agreed to and the gift was accepted, of course. By his will, so soon after to become also effective, he left over \$3,000., making about \$17,000. in all. It was a large amount in those days. It was in its way an epoch-making gift.

The deed of trust or gift with which the donor delivered his fund in 1814 is of much interest; in part it seems almost eccentric; with the passing of the years and the much repetition of it, it came to less honor than it deserved; for, in truth, the effect in like benefaction of the very words he used cannot be measured. He tells his purpose to place his gift in trust with the Trustees of Queen's College in New Jersey, to have them apply the interest to the support of ministerial students in classical and theological studies, permitting them to use any overplus for other purposes of the institution, for the benefit of literature. He desires that the terms be recited in the records of the various church judicatories and be read at their ordinary meetings, "not for aggrandizement or self-ostentation, but to be an humble pattern for others to copy after; if the thing being so kept alive and considered, who knows whether God in His good providence would not move some to do the like?" He further expresses his wish, "that all officers of the College live frugal and industrious and thus set a good pattern to their pupils," and that all church officers do the same, and that they "exhibit no special inclination for luxury and the accumulation of wealth which is offensive and bars the door of donation." The old domine, if he was to give at Dr. Livingston's wish to Livingston's

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institution, would at least tell his old friend how he ought to live and behave under the circumstances. Frugality and industry may always be well charged on college officers; this means professors of course, and perhaps they do not greatly need warning against luxury and the accumulation of wealth. It can hardly be questioned, however, that the reading of the devise repeatedly in all the church judicatories for a century after its making did play large part in bringing in its train the splendid benefactions which have come for the same cause in constant succession through the century and since. In recent years the interest of the Van Bunschooten Fund has been available for general college purposes. The founder of the fund is buried in the yard of the old Dutch Reformed Church in New Brunswick. A monument, with noble inscription, is there, erected by the General Synod.

The second work active under the continuing trustees of Queen's College was the Grammar School. For ten years after the Reverend John Croes' retiring from charge of the school, there was a constant succession of short time teachers; no one held the place for more than a year or two; students in the college or in the seminary were chiefly depended upon, it would appear, for the work. Nor did this necessarily mean poor teaching. They were young men of ability and of some training and probably measured up well with teachers in other schools of that time. James Stevenson, Jr., of the college class of 1811, gave up the work in that year; he may have had it for two years. John S. Mabon, student in theology, then had charge for a little time. Richard Sluyter, also student in theology, is mentioned in connection with school work. In 1815 the trustees employed a Mr. Johnson and in 1816 they employed a Mr. Bogardus; surely Isaiah Y. Johnson and William R. Bogardus who were students in the-

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ology at that time. When the undergraduate work was suspended, however, the trustees set themselves again with special zeal to make the school of some special efficiency and reputation. In 1816 they asked the Reverend William C. Brownlee to take charge; the announcement of their committee, John Schureman, Jesse Fonda, James Schureman, Charles Smith, and Charles Hardenbergh, appears in the *Fredonian*, January 16, 1817: "The Faculty of Queen's College in New Brunswick, N. J., respectfully informs the public that the Board of Trustees have suspended the exercises in the college and that in future their whole attention will be directed to the establishment and support of an Academy of the first respectability. To accomplish this object they have engaged the Revd. William C. Brownley to be the Principal of the Institution. Mr. Brownley is a graduate of the University of Glasgow who has taught both in Europe and in this country, and of whose talents, learning, piety, and industry they have the most satisfactory testimonials. He will teach Latin, Greek, Hebrew, French, and Italian Languages, Geography with the use of the Globes, the first principles of Mathematics, English Grammar, etc. . . . The public are assured that no exertions on the part of the Faculty, whose duty it is to visit the school every week, shall be wanting to render the Seminary deserving of their attention and encouragement." The examination was to commence on March 27; an exhibition was to be given in the Presbyterian Church on the next night; a ticket to the exhibition would cost one shilling, and any receipts above expenses would go to the Dorcas Society; the summer session would commence April 28. Apparently the custom continued of vacation in spring and fall, and study through the summer. The tuition charge of the school was raised to thirty

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dollars. Mr. Brownlee was to have all the tuition and, from the trustees, any added amount necessary to make his salary \$1000.; he was also to have one of the residences in the college building and the lot at the west end of it. He was a man of unusual power, of learning, of teaching gift, of personal grace. He remained with the school only a year or two; but later he was to return to Queen's College, revived as Rutgers, and, during the short service prior to becoming minister of the church in New York City, was to make great impression on the college and on the men he taught. He came from Basking Ridge; and in 1818 he was back there again in charge of the Presbyterian Church and of the Basking Ridge Academy. In his announcement of the academy in April that year he used the faculty of Queen's College as reference, and as well the president and the vice-president of Princeton. In April 1818 a Grammar School exhibition was held in the Dutch Church with speeches and dialogues and the acting of "Douglas the Natural Son," and "The Death of Hector." Tickets one shilling. Proceeds beyond expenses for charitable purposes.

In 1818 the trustees called to the school the Reverend John S. Mabon (Maybin) who had taught it early in the decade; and he continued in the work until 1825. His was the longest service since that of Mr. Croes; and it was a notable time in the history of the school. While the school in his time did not have the reputation or widespread constituency that it had in the first decade of the century, it had perhaps at least equal school efficiency, and John S. Mabon deserves place with John Croes as the preserver of the literary life of the institution during prolonged period of no undergraduate work. Mr. Mabon was born in Scotland. When he was thirteen years of age his father brought the family to this coun-

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try and into its pioneer life in Washington County, New York. Impeded by ill-health always, he nevertheless accomplished his course at Union College in less than usual time and with high honor. He started study of theology with Dr. Livingston in New York, teaching school at the same time; and he came to New Brunswick with Livingston in 1810; and his professor made possible his teaching for a year or two at that time in the Grammar School by changing lecture hours for him. After graduation in theology he taught at Union College and was in charge of its school; after a trip abroad he started a school in New York; and in 1818 he came back to New Brunswick. He always hoped to be in church pastorate and he left the school in 1825 with that plan in mind. But he never had a church; he was always kept in the teacher's chair, going later to Millstone, to Claverack, and to Hackensack. He was scholarly and he was eccentric; he was of high and fine spirit; and through life he showed a splendid courage in the face of physical weakness. A pupil of his wrote long after: "As a teacher, in his palmiest days, I suppose Mr. Mabon had few superiors in this country. He was a profound and enthusiastic scholar, especially in the languages. . . . He had little patience with a dunce and no mercy on a drone, but he evidenced the warmest and kindest interest in all who improved themselves by diligence and promise." The announcement by the faculty of Queen's College, October 21, 1819, says: "This School is under the immediate care of Rev. John S. Maybin a gentleman distinguished for his literary attainment and able talents in teaching youth. At the recent examination the good order, accuracy and improvement of the scholars afforded honorable testimony of the fidelity and skill of their instructor." Sixty years after his course at Queen's his son was to become a

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professor in the New Brunswick Theological Seminary and seventy years after his time his grandsons were to graduate from Rutgers.

The Grammar School was not the only school in New Brunswick at that time. The English school, in contrast, continued, kept now by one teacher, now by another; Robert Croes in 1819, and then Herman B. Stryker; many names succeeded one another. A school for young ladies or a female academy also was never absent from the scene. It is of interest also to find that the young men who were studying theology at Queen's College were disposed to extend any learning they had to the best of their ability and in new fields; in 1816 a free evening school for the education of people of color was opened; it was held on Monday and Wednesday evenings under the superintendence of gentlemen belonging to the theological school whose services were gratuitously rendered to this object; about eighty adults and children were giving attendance; and the public were urged to appreciate the movement and even to enforce the regular attendance of their slaves. It was a good way in which the spare time of theological students might be spent. That there were more frivolous opportunities, of which their professors thought neither they nor any other students should avail themselves, plainly appears. Amid the multiplied schooling of the time, a dancing school was formed and taught in New Brunswick in 1819. Professor Ludlow, who was a son of thunder in the pulpit, put it in its place with no uncertain voice: "Ye votaries of the Harp and Viol, where will you stand in that day when God strikes the dividing line between the sinner and the saint!"

During this period of active and really prosperous work by the theological professorship and by the Grammar School,

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while undergraduate work was suspended, there was not unbroken quiet or entire serenity in official affairs of the college and the church. The trustees of the college and the General Synod of the church were in more or less constant communication as to matters wherein agreement was sometimes wanting, as to questions important in themselves or in their possible consequences. The first matter which arose, important in itself, but not destined to be of long continued discussion or important issue, was, again, that of location. In the earlier time the location of Queen's College had been an occasionally reopened question. The church's chair of theology had been in New York, with an interval at Flatbush, and, other places also being discussed, had been removed to New Brunswick for serviceable connection with Queen's College. Now the Queen's College work was inactive. Virtually at once the proposal arose from some source, considerably sustained, that the work in theology be removed from New Brunswick to such more desirable place as might be chosen. In 1817 it was a serious question. Some subscriptions for the work were secured by friends of the movement, conditioned on the change of location; two rooms for lectures, it was said, could be had without expense in New York City. The trustees of the college expressed very definite objection to the idea, some of them on the merits of the case itself and some of them on technical grounds. They said that increase of expense would be involved in the maintenance elsewhere, that, if the question were opened various cities would contend for the institution, that location in a large city would be a detriment to the students, their intellectual work, their morals, and their health. They further said that the proposed removal would be a breach of the Covenant of 1807 and, moreover, that they could not use the income of

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the professorial fund which was in their keeping for the payment of salary of a professor not in connection with Queen's College. In this last contention they had, perhaps, a valid and prevailing argument. The professorial fund was given for the professorship of theology; it was given by the churches, especially those in the State of New York, but it was in the possession of the trustees of the college; its income was paid on the salary of the church's professor of theology, appointed in 1784, but he, since 1810, had been also the Queen's College professor of theology and the money had been raised in that connection. The fund amounted to \$13,000. at this time; the trustees also held the Van Bunschooten Fund, \$17,590.; and they had received also a fund of \$2000. from Miss Rebecca Knox of Philadelphia, the income to be held, like that of the Van Bunschooten Fund, for the aid of students for the ministry. Their income was \$1930. Such funds came to the college, partly because it was a natural steward of such money and of the education in point, but also because the General Synod was not an incorporated body and its right to hold the endowments might be doubtful. Whatever were the reasons for abandoning the idea of removal, the church did abandon it promptly. In November, 1817, the General Synod met, chiefly, it would appear, for the discussion of the question whether their theological school was properly located at New Brunswick or ought to find a more convenient place. The meeting was held at Kingston in order that the more northern part of the church might have better chance to understand the matter and to express itself. At the meeting it was stated that Queen's College consisted of two departments, the one literary and the other theological, and that the former had been suspended for want of funds. The question incidentally

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arose whether the president and vice-president of the college were in fact president and vice-president of the theological school. This question was not dwelt upon or settled. The action of the synod was, however, complete and satisfactory; they unanimously adopted the report of the committee which had been appointed to study the situation: that, "as the Trustees of Queen's College had not hitherto made a breach of faith in their contract with this Synod nor expressed any intention to abandon the School but that, on the contrary, they entertained the most cordial wishes to cherish and patronize the same, it was proper and expedient the Synod should adhere to its engagement with them." They took further action looking to financial help for the school. The incident was closed. Theology remained at New Brunswick.

The question which, in itself of small moment it would seem, became a sharper issue and a continued controversy, and had large consequence, was the old question of the professorial fund, its proper use, its just control, and its actual state at the moment. The trustees held that the fund was distinctly under their control and not under the control or administration of the church; this contention they could no doubt successfully sustain. They held, however, that they were not only under obligation to use it according to the purpose for which it was given but also that, since this purpose was primarily at least a church purpose, they should advise with and defer to the church in carrying out their administration of it. This was surely sensible and agreeable. But the proper use was in connection with the college at New Brunswick; and, more, in the light of some apparent obligations of the church for expense on the college building, it might properly be applied to this expense; if the college had

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spent more than it ought for the accommodation of theology, the theology fund owed something to the college. The actual amount at the moment in point seems trivial, \$2212.57, but it loomed large and led to large transaction. In 1820 the trustees charged this amount to the professorial fund, thus relieving to that extent the literary or college fund. The General Synod stoutly objected. The Board of Corporation of the church entered into study of the situation and into judgment concerning it. Of this board Henry Rutgers of New York was president. He had also been a trustee of Queen's College since 1816. In 1821 it was proposed by the representatives of the church that the question be put before the chancellor of the State of New Jersey. The trustees objected to this; but they did reverse their action as to the disputed amount; they charged it back to the literary fund; they acknowledged it as a debt to the professorial fund, in effect a debt to the church.

This added obligation no doubt was a stimulus to thought surely already working in the minds of the trustees as to possible sale of their property to the General Synod. They had accumulated, beside the above debt, a debt of \$4000. at the bank in New Brunswick. They had no means of paying either debt. The building was not finished and, so far as built, needed repairs. The church's theological school was using it and would continue to use it. The college's Grammar School was also using it, and would continue to use it. If the undergraduate work should be revived, that also would be welcome there, even if the synod owned the building; or other place could be secured for it. In fact, while possible sale of the college building was being considered, a proposal was also considered, in 1822, to exchange it for the Middlesex County court house of that time, which was situated at the

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corner of Neilson and Bayard Streets, also known as the City Hall, erected in 1784 when the barracks were burned. In 1821 the trustees proposed to the General Synod that the building and the land on which it stood be sold to the synod by the college for \$8,000.; and, later, land on George Street, one hundred feet deep, was offered in addition. The proposal was not accepted. The trustees returned in 1823 with a proposal that the price be the amount of debt owed by the college, that is, enough cash to pay the bank its \$4,000. and a cancelling of the professorial fund debt, \$2,212.57, a total price of \$6,212.57! This offer was accepted and the transaction was soon under way. For evident reasons a common treasurer was thought desirable and Isaac Heyer, Esq., treasurer of the synod, was at once chosen treasurer of the college. Virtually at once the synod took charge of the property and undertook some work upon it, although the actual deed of transfer delayed for some time. In 1824 the trustees appointed a committee to make the deed of conveyance; in 1825 the deed was laid before the board but it was not at once executed. The question arose whether the General Synod was legally able to receive the conveyance and hold the property. A body to hold in trust was proposed, and an act of the Legislature to enable the synod to receive and to hold. Finally in 1826 the synod was able to receive, and the deed was completed and delivered. The church raised the necessary \$4,000. and more, \$4,800., by subscription; the names of subscribers are given in synod's minutes of 1824 and of 1827. After hardly more than fifteen years of possession the campus we know as the Queen's Campus with its noble building passed from the hands of the trustees. It was regarded, however, as hardly more than a formal change for financial convenience. The uses would not be changed. The two bodies of control, the

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combined departments, would still use it. The price was nominal ; and when, forty years later, the property was sold back, the price was again nominal, \$12,000.

Whatever of high thinking and fine training was housed within the college building at the time of its transfer, the outward appearance of hall and campus must have been far from pleasing, quite forlorn. Rush Van Dyke, M.D., of the college class of 1830, wrote, fifty years ago, his recollections of it all: "In May, in the year 1823, I crossed this college campus to become the Queen's College Grammar School pupil of its then rector, Rev. John S. Mabon; a gentleman learned in the languages and accomplished in all the studies assigned to his department; amiable, guileless, and kind; contented with his lot in life; a man of patience whom we all loved. . . . The College unadorned by cupola or dome stood lonely and bare upon its bleak little eminence exposed to the scorching rays of the sun in summer, without a tree to shade us as we approached it, or to break for us in winter the chilling blasts of the whistling north wind. Half a dozen sickly, stunted trees 'tis true, unscientifically planted in their beds of shale and gravel, vegetated without growing at magnificent distances from each other, leaving us ample room, under the broad canopy of the sky, to play our game of corner ball. The grounds were surrounded and divided into three parts by a rough board fence, except in front, where the enclosure and the intersecting lines were drawn by a white-washed paling, not always in good repair; for sometimes the cow could stray out of pasture in the east or west end; or a stray pig could wander in, threatening serious damage to the vegetable or corn patch planted in a portion of either lot for the benefit of the President's or Rector's commissariat of

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subsistence. Professor Ludlow lived in the east and the Rector, Mr. Mabon, in the west end. Through this paling at one of two rickety gates, scarcely upheld on their hinges by their loose or decaying posts, we gained access to the barren campus. . . and except that Hall, which was the west front room on the ground floor, the only hall of study which the College then contained, and a kitchen and store room intrusion into it on either side, for the residences in the wings, the whole center portion of the building was, so far as we knew, given over to spiders and the dust of ages which had settled on their webs—perhaps to owls and goblins. . . . None of us were hardy enough to undertake its exploration. In fact to do so was forbidden.” The room of the Grammar School, which young Van Dyke attended, was, then, the one in the main hall, first floor front, on the left.

The committee of synod appointed to attend to the propriety were prompt. In June, 1824, they reported that the east wing had been put in good order and rented to Professor DeWitt; that the roof had been repaired; that old fence had been repaired and new fence set up; that trees had been planted in front of the building and that Professor De Witt had greatly improved the land in front of his part by planting trees and by other work; that contract had been given for the finishing of the entrance to the main hall and of two rooms in the lower story; that about \$2,300. had been expended, that some subscriptions were yet to be collected, and that the total expense would probably be met. It is fair to presume that within a short time after this the building was virtually completed, the central academic rooms as well as the professors’ residences at the ends.

While the church was thus active in repairing and com-

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pleting the hall which housed its theological school, it was likewise busy in the gathering of funds for the support and increase of its theological faculty. In the issue of things not distant this, as well as the building work, was to prove a great asset to the college itself. The work was under way for proper financial foundation and it was promptly and fully successful. In 1822 the synod proposed that one hundred subscribers be secured at \$250. each to establish the second professorship which had been maintained since 1816 without endowment. Dr. Livingston himself subscribed \$500. and Dr. Ludlow \$250.; the effort was especially in the Synod of New York; and, by whatever amounts subscribers gave, within a year the full foundation was more than secured, \$26,675. Effort was at once undertaken for the foundation of a third professorship; it was made especially in the Synod of Albany; and it promptly had equal success; the amount was again more than secured, \$26,715. These were church funds, raised by the church for church professorships, to be held by the church which now was legally able to hold them; but they were to be of untold service to the college; without them the college might have had no outlook for years to come; they placed men in the college building who were to serve their day and generation in theology not only, but in literature as well, in ministerial training not only, but in academic training as well. Because these professorship endowments were secured, or were being secured, as well as because the building was made fit, the day of college revival was not far distant.

The trustees of the college had no idea of a long suspending of the undergraduate work. The thought of revival could scarce ever have been absent from their minds. The sale of the building did not mean abandonment of the work. On the

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contrary it had cleared the way and hastened the reviving of it. More than that, the theological felt the need of the literary beneath it and near it. Tradition has it that the revival movement really began with Dr. Ludlow. Riding one day with Jacob R. Hardenbergh among the congregations of New Jersey seeking seminary endowment, he said: "Who knows if God continues thus to bless us, but that we may revive the college"; and he is said to have drawn up the plan. The first action appearing in the minutes of the trustees is their resolution, April 5, 1824: "Resolved, that a committee be appointed to attend the next meeting of the General Synod to confer with them on the propriety of reviving the Literary exercises in Queen's College." The Reverend Dr. Philip Milledoler, Mr. Abraham Van Nest, and Mr. Jacob R. Hardenbergh were appointed such committee.

Meantime, however, that the idea had already been active appears in the undertaking of an effort for funds earlier in the year or even earlier than that year. To the present day view it is more than incongruous that, while the church and its theological funds were opening the way on the one hand, the means employed on the other hand for the accomplishing of the common good should be a lottery. Again the trustees were making use of that method, at that time still widely approved as a way of benefaction to churches and colleges and charities. Apparently some old lottery right remained with the trustees. In 1822 the trustees had before them the question of selling their lottery right, and also the question of possible extension of the right by the Legislature. In 1823 the Legislature revived the privilege and extended the right for three years from the date of the extending act. The object of the funds to be raised was changed to an endowment fund, \$25,000., for a professorship of mathematics. It was

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provided that the act should be of no effect until the trustees had paid into the treasury of the state \$5,000. The trustees preferred to be free, however, from the actual management of the lottery and, therefore, they entered into agreement with professional managers, as was more or less the custom, in effect farmed out the privilege to others. The parties taking over the management were Messrs. Yates and McIntyre, experienced workers in this sort of thing, who had managed lotteries for many institutions, including Union College. The trustees transferred all rights; and the purchasers agreed to pay \$25,000.: \$5,000. at once paid and receipted for, and \$20,000. to be paid in equal annual installments, January 1, 1825, 1826, and 1827. Provision was made for the possible event of legislative interference. Nor was such interference lacking. In November, 1824, the Legislature made inquiry as to matters in point; and in March, 1825, the attorney-general was in communication as to some asserted abuses in the conduct of the lottery. The attorney general was applying to the chancellor for an injunction to stop the drawings; the clerk of the Board of Trustees had appeared and had employed counsel. The trustees, April 13, 1825, adopted a statement, expressing the attitude of the college in the lottery matter and giving the amounts at that time involved. At their meeting, May 24, however, it was reported that the governor had sustained the attorney general and issued the injunction asked for, that appeal had been made to the Court of Errors, and that the court had sustained the state officers—contrary to law, the counsel of the board believed!

The advertisements of the drawings run from January, 1824, to March, 1825, presenting it in six classes. The first drawing was at the court house in New Brunswick and under the inspection of a committee appointed by the common

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council. Other drawings were there; and others were at Trenton, Newark, and Elizabeth Town. The advertisements give full description of the method of drawing and of the prizes. The highest prize mentioned is \$15,000. At the drawing in Trenton, March 24, 1824, the combination number, 14-15-28 drew the highest prize; it was not known to whom it fell. That the prizes, in large amounts as well as small, were paid appears at various times. Fortunate holders of tickets had no more compunction about accepting the rich rewards than the managers had in offering them. It is stated that a capital prize of \$2,000. which was sold in a package of twelve tickets by Terhune and Letson was promptly paid by the fortunate vendors on the morning after the drawing to Mr. Annis, the fortunate purchaser, and was later distributed among several of his neighbors who were joint owners with him of the package. The highest prize, \$10,000., at the drawing at Newark, May 18, fell to Bethuel Ward, Jr., merchant of Bloomfield. A letter is published June 2: "Messrs. Clark & Lamb, Gentlemen: It was an event very gratifying to us to have drawn the Capital prize of Five thousand dollars in the second class of the Queen's College Lottery in two halves from your office; and the readiness and promptitude with which you have this day paid the whole of the prize to us at this place merits and shall receive from us the most unqualified acknowledgement of our gratitude and satisfaction. We sincerely wish you health, happiness and prosperity and subscribe ourselves—Your friends, John A. Hopper, for himself and his wife Catherine & George Birckell, Isaac Hopper, and Bartholomew Hadden." They were all equal owners. The drawing on November 3 was to be "probably in the evening—when the curious and suspicious may witness the operation." Notice of December 1 says: "P.S. A few

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minutes previous to the drawing of the sixth class in this place, Mr. S. Beech, near Sommerville, impelled by the Dame Fortune to buy a ticket at our office, drew a prize of one thousand dollars which was paid immediately. Hutchings and Law." In the seventh class at Elizabeth Town, January 19, 1825, the "Capital prize of \$10,000. went to Albany. The prize of \$5,000. was sold in shares, a part in this State and a part in the State of New York." The statement of the trustees of the college to the attorney-general in April 1825 gave the amount which entered into the drawings as \$336,997. Five per cent of this, or nearly \$17,000., was apparently available for or already received by the college; a balance of about \$8,000. remained to make up the \$25,000. which the college was to receive. That the full \$25,000. actually came to the college is not likely. Apparently at least two thirds of it did. The substantial addition to the college's resources no doubt helped the cause of revival. But the echoes of the incident were heard for some years; in 1826 the trustees asked the Legislature to return the \$5,000. paid to the state on the lottery account because the grant was withdrawn before the full amount authorized was realized; a bill was introduced to divide the money between Princeton and Queen's, then Rutgers; later this was withdrawn and a bill introduced to pay the amount wholly to Rutgers.

The first resolution of the trustees introducing the question of college revival was passed April 5, 1824; the second was passed May 25, 1825. In the intervening time there came great loss and great sorrow. Dr. Livingston, professor and president, died January 25, 1825. The day before he had given his lectures as usual. During the night, while he slept, his spirit passed into the life beyond. That day Dr. John DeWitt wrote the consistory of the church in New York,

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"Our beloved, venerable Professor Livingston is no more. . . . He died softly, suddenly and alone." It was a fine ending of a rarely fine and useful life. For fifty-five years he had been an outstanding figure in the American life and development of the people of Holland blood and the Reformed faith. Fifty-five years before he had brought peace and union to a divided and endangered church. For forty years from that time he had been minister of the leading parish of the Dutch Reformed Church. For twenty-five years of that time and for fifteen years more until the day of his death he had been the church's professor of theology, sending men year by year into the ministry of the gospel until no less than one hundred and seventy-five on the roll of the ministry owed their sacred training to him. For fifteen years he had been president of Queen's College and had made his home in New Brunswick. He had given to the college the prestige of his name and church leadership; he had given to it such time and strength as he could, bound as he was to the work in theology. He presided over it with the understanding that he could not give his days and energies to it. The college did not strengthen under the arrangement; indeed, it came midway in his time to an entire stop of undergraduate work; but he stayed with it, stayed on the ground where its life was soon to take new root, where its house of learning always held its place on a sure foundation. There on the campus and in the new hall, under his presiding and under his teaching, theology flourished; no less than thirty students were with him in that graduate study during the last year of his life.

Great was the mourning for him in the city, in New York, in all the borders of the church he served so long. He was buried in the yard of the old church in New Brunswick; and

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the General Synod placed there the stone of remembrance. Memorial sermons were preached at other places. Those of Dr. John DeWitt, Dr. C. C. Cuyler, and Dr. N. J. Marselus were printed. In all of them noble tributes were paid to him, putting in permanent form the tribute of the whole church and of the institutions. His learning, his service, his character, his piety received their well deserved honor from the host that knew him, loved, and revered him. On the monument at his grave, it is written: "In him, with dignified appearance, extensive erudition, almost unrivaled talents as a sacred orator and professor, were blended manners polished, candid and attractive, all ennobled by that entire devotion to his Saviour which became such a servant to yield to such a Master."

At the meeting of the General Synod in July the death of Dr. Livingston was announced; and the Reverend Dr. Philip Milledoler, at that time a minister of the Dutch Reformed Church in New York City, was elected professor of theology to succeed him; his salary was fixed at \$1,575. and residence. Prior to this the second action of the trustees as to the revival of the college had been taken; it was resolved, May 24, that a committee be appointed to devise some plan relative to the revival of the literary department of Queen's College, to be submitted to the General Synod for its approval, that the committee be the Reverend Jesse Fonda, Dr. Ludlow, Mr. Hardenbergh, Mr. Van Nest, and Mr. John Frelinghuysen. The next day Mr. Fonda reported that in the opinion of the committee the speedy revival of the literary exercises of the college was highly important to the prosperity of the theological seminary of the church and recommended that, if the plan in mind be adopted, the synod be urged to cooperate to put the whole institution, the two departments, in com-

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plete operation. The committee stated that the annual expense would be about \$8,250. and that the receipts, if the endowment of the third professorship were completed, would be about \$6,830., and that they thought that the deficiency, about \$1,420., could be raised by twenty-five cent donations and other collections. They, therefore, looked urgently for the completing of the third professorship endowment by the synod, and proposed that the consistory of the church of New York be asked, when this has been subscribed, to contribute \$1,700. a year for three years for the salary of the professor while the subscription is being paid in and its income made active. Under such arrangement, they believed, a common effort would effect at once the desired reorganizing. The trustees approved the report and sent it up to the synod. They appointed a committee of nine to wait on the consistory of the church in New York; and the consistory consented to do what was asked of them.

The General Synod received the report, appointed a special committee on plan, the Reverend Drs. John Knox and Thomas DeWitt, Dr. Ludlow, Mr. Hardenbergh, and Mr. Heyer, and took cordial and complete action along the lines proposed by the trustees. Their standing committee on the professorate expressed themselves on the subject with deep feeling; they stated, as the first and most important item before them, the communication from the trustees and an accompanying offer of the New York consistory: "On this subject which so deeply involves the interests and the future prosperity and enlargement of the church, your committee fully believe that the time is come when the Theological and Literary Institution, which has been the subject of so many anxieties and prayers of our fathers and of ourselves, is now to be established upon a permanent and respectable founda-

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tion"; they recited the success of the second professorship endowment in the Synod of New York, and recommended appointment at once of agents throughout the Synod of Albany to secure the third endowment; and they proposed a special session in September to receive reports from the agents and, if these reports make the way clear, to elect the third professor.

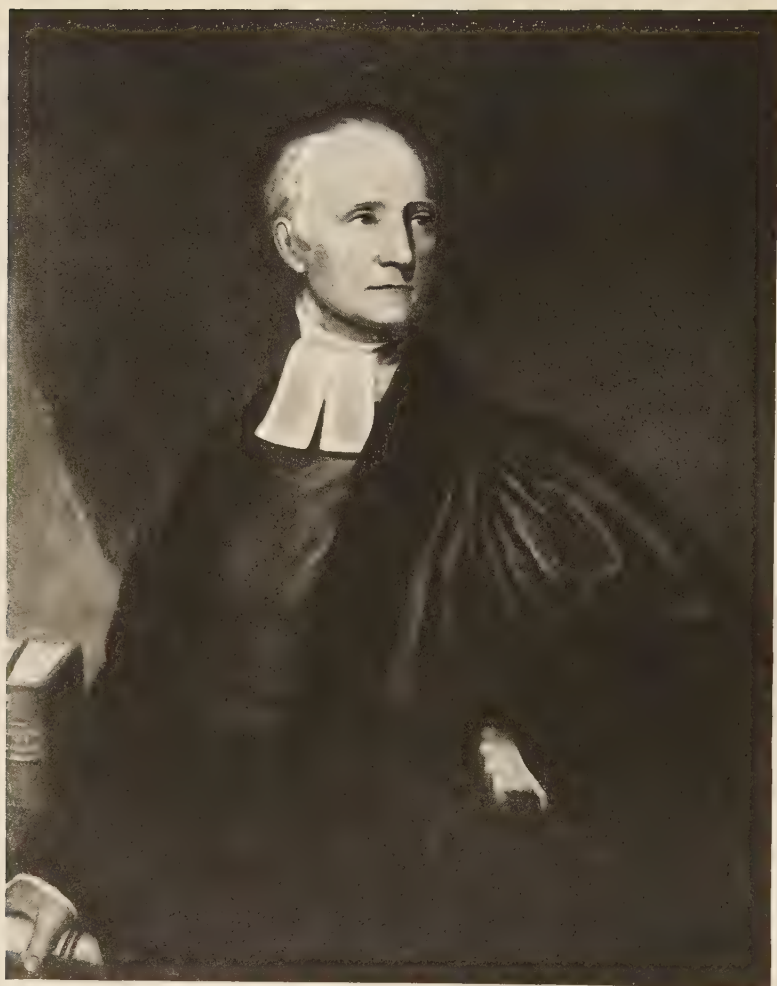
Both the Board of Trustees of the college and the General Synod of the church held special sessions in September. Both approved the plan of college revival which had been prepared carefully and in detail, the committee from each body presenting the report as agreed upon. The plan is formal enough to be known as the Covenant of 1825. The Covenant of 1807 had been up to this time in force, although some of its terms had been inactive since 1816. The new covenant now entered into and displacing the old was, with a gradual weakening of some of its provisions, to remain in effect for nearly forty years, until 1864. Then, now nearly sixty years ago, it was to finally disappear.

The terms of the covenant were addressed to the revival of the literary or undergraduate department, to cooperation or exchange in work by professors in the two departments, and to the details of support and oversight which would give the arrangement best efficiency and success. There were ten articles: the literary exercises were to be revived as soon as possible and space given to them in the building now owned by the General Synod; professors of theology were to fulfill literary duties as might be best assigned; the trustees were to appoint at once a professor of languages and a professor of mathematics and natural philosophy, and to appoint other professors later as might be advisable and possible; one of the professors of theology was to be appointed

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president of the college by the trustees; the income of the Van Bunschooten and Knox Funds was to be used to aid students in the two departments; the salaries of the professors of languages and mathematics were to be paid by the trustees; the trustees of the college were to appoint the treasurer of the synod as their treasurer; the synod was to pay the salaries of the theological professors, including the president of the college, in any amount beyond the income of the professorial fund which the trustees were to apply to this purpose, and, if the income of the college were not enough to sustain its two professorships, the General Synod would make up the deficiency; the synod and the trustees were each to appoint three persons, the six to be called the Board of Superintendents of Queen's College, who should advise and prescribe as to courses of study and as to regulations; if funds and income of the college proved inadequate for its support and synod not have funds to spare for the purpose, the synod should have power to dissolve the connection. This covenant proved highly useful and effectual for many years save item concerning the Board of Superintendents which board proved to have no very plain or continuing sphere of duty.

THE
JOHN CRERAE
LIBRARY



Philip Milledoler

CHAPTER IX

RUTGERS COLLEGE IN THE TIME OF PRESIDENT MILLEDOLER

THE first thing for the trustees to do was to elect a president; and they chose, quite inevitably, the Reverend Dr. Philip Milledoler, who had been chosen by the synod professor of theology in July. Dr. Milledoler was a clergyman of much distinction, like his predecessors, Dr. Livingston and Dr. Hardenbergh. He was born in Rhinebeck, New York, September 22, 1775, of a family that came from Switzerland. He was graduated from Columbia College with honor in 1793 and studied theology with the pastor of the German Reformed Church in Nassau Street, New York, of which he was a member; and in 1794 he was ordained to the ministry and succeeded his teacher in the pastorate of the same church; he was to preach in both German and English. In 1800 he became minister of a Presbyterian church in Philadelphia; in 1805 he became minister of the Presbyterian Church in Rutgers Street, New York, receiving the degree of D.D. from the University of Pennsylvania in the same year. He was moderator of the General Assembly in 1808; and in 1811 he was appointed by the presbytery to instruct students in theology, a work which he continued until the Princeton Theological Seminary was founded. In 1813 he became a minister of the Dutch Reformed Church in New York, from which charge he was called to the two positions at New Brunswick. From 1815 he was a trustee of Queen's College. He was a man of marked pulpit power and of special gift in prayer; and the revival spirit abounded in his churches.

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Henry Rutgers was an elder in Dr. Milledoler's church and they were great friends. At the same meeting, September 15, when the trustees elected Dr. Milledoler president, they appointed a committee to draw up a petition to the Legislature of New Jersey, asking that the name of Queen's College be changed. At the same time in the meeting of the General Synod the name of Henry Rutgers was mentioned as appropriate to attach with the college, and a committee was appointed to convey to him the views of the synod on the subject. What was the nature of the interview or what was his response to the suggestion does not appear; nor does it appear whether the idea of changing the name really originated with the trustees or with the synod or whether Dr. Milledoler was especially responsible for it. The first mention of possible or desired change is at these meetings in September 1825, and report was received by the trustees, December 5, that the Legislature had granted their petition and changed the name from Queen's College to Rutgers College. In the thought of nearly a century after, it seems strange that so notable a change should find such ready favor and be so swiftly accomplished. Perhaps there was a readiness to give up the old name because the college had known such great and continued difficulties under it, such doubtful prosperity. Perhaps it was thought that under a new name it would have a better chance of success, that a new name would be a worthwhile part of the new movement. It can be well understood that at that time still the name of Queen's was not especially commended by its old world associations. King's had changed to Columbia immediately after the Revolutionary War. Nor was sentiment for what was fifty years old much developed a hundred years ago. If the name was to be changed at all, it was natural that the name of

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Henry Rutgers should suggest itself not simply to Dr. Milledoler, his familiar friend, but as well to the many men in the synod and among the trustees who knew him and admired him, who were grateful for his great service of the church and all public welfare, and before whom he stood as perhaps the leading citizen and philanthropist in the New York City of his day. He was not a trustee at the time; elected in 1815, he had resigned in 1821 owing to inability to attend the meetings and to some degree of ill health. He was at the time president of the Board of Corporation of the church, and the controversy as to funds at the time may have had something to do with his resignation. The action of the trustees in naming the college after him was not in recognition of any large benefit received from him. It was "as a mark of their respect for his character and in gratitude for his numerous services rendered the Reformed Dutch Church." That a lively hope of favors to come played its part no one need assume or deny. Such favors did not come in abundant measure in any case. Early in 1826 he gave \$200. for the purchase of the college bell which still rings out the college hours; and at the same time General Stephen Van Rensselaer of Albany gave \$2,000. for the building of the cupola in which the bell was hung. On May 15, 1826, the trustees received word from their treasurer that Henry Rutgers had given \$5,000., a bond for the amount to be held by the General Synod in trust for the college, a gift dated March 27, the interest to be paid semiannually to the trustees; the proviso was added that, if the college ceased to exist, the interest should be appropriated to the theological seminary. The college, from its new start, enduring and growing ever stronger until now, has now for nearly one hundred years received the income of that endowment. It was a large gift for

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those times. Other than this, and the bell, his donations to the college are unknown; no doubt he shared from time to time any general generosity in its behalf.

Henry Rutgers, by his character, public service, and munificent support of every good cause, richly deserved to have a great memorial. He was of a family which came in 1636 from Holland to Albany, then Fort Orange, which prospered, gaining wealth and repute, and became established in New York as well as Albany. He was born October 7, 1745, and was graduated from King's College in 1766, the very year in which Queen's College received its first charter. He enlisted in the Revolutionary War with the rank of captain, serving until its close; in the militia later he became major and then colonel. Possessed potentially of great wealth, he early established his principle of beneficence; riding from home to join his regiment, he stopped, turned to look upon the land his father owned, thought of the longed-for issue of the great struggle, and on the spot devoted, in event of its happy issue, one fourth of any income he might thereafter have to the welfare of his fellow men. His father died in 1779. The homestead in New York, used as a hospital by the British when they held the city, became his home, and there he lived, a bachelor, until his death nearly fifty years after. He served in the State Assembly several years. He was regent of the University of the State of New York from 1802 until 1826. He did not give active attention to any business save the management of his own property. His land was on the east side of lower New York, where Chatham Square now is, and roundabout. It constantly increased in value; he made long leases of lots, rather than sales, as the dividing went on; and he came to see his farm reduced to private grounds, covering two blocks, Madison, Cherry, Clinton, and Jefferson

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Streets. To any church which would establish itself within the boundaries of his land, a Dutch Reformed, a Presbyterian, a Baptist, he gave a lot for its building. At his death his real estate was 429 lots, appraised at \$907,941., a very large fortune for those days. The house was changed after his death, the north side being made its front; Monroe Street was carried through his two blocks and the blocks where the house stood were called Rutgers Place; with lawn and garden about it, the house stood until 1865; then it was sold and torn down; now tenement houses are there. Henry Rutgers lived up to his vow of large beneficence. He gave land to schools and other public institutions as well as churches. He supported schools and charities and churches. He was generous in a multitude of individual ways, especially aiding young men to make a start in life. He was especially devoted to the Dutch Reformed Church, an elder in the Collegiate Church, then an organizer and elder in the Market Street Church built on his own land, and president of the Board of Corporation of the General Synod from 1819 until his death. He was a man of integrity and honor, of simple life and deep personal religion. He died in 1830 in the eighty-fifth year of his age. A portrait of him was given the college which, with that of Dr. Livingston, was the beginning of the distinguished collection of portraits now in the college chapel.

Under the new name, in the renovated and completed building, and under a fully organized faculty, that word then and thenceforth being used for the teaching staff and not for a superintending committee, the college was at once to have its great revival. The trustees, October 10, 1825, "Ordered that the Exercises in the College commence on Monday, the 14th day of November next." Nearly one hundred years ago it was. After all it had been but fifty or

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sixty years through which the old college had come by way of trial and much seeming defeat. It had been a long story in a short time, a story of noble men and fine achievement, but of narrow resources, of burdens borne and sacrifices made, and, it must be said, of failure of many men to see a splendid opportunity. Twice, for years at a time, had the real college work, the undergraduate teaching, ceased in the college rooms; but at no time had all the work of the college trustees completely stopped; their Grammar School and then the school and the theological professorship kept the lamp of learning lit—it never went out; teacher and students were always there. From this time, 1825, the college life was to be itself unbroken, from the first strong, with its flow and ebb always strong, and today stronger by far than ever before.

The making of the new start was all-in-all its faculty. The staff was complete, after the manner of that day, and it was one that needed not to be ashamed, a faculty that could with reason and persuasiveness call young men to old Queen's, now Rutgers. Changes in it were to come very quickly but in each instance the succession maintained the high standard set at the start, and some men very soon began service that was not only of rare quality but of rarely long continuance. These were the men who made the college when renewed as Rutgers. Dr. Milledoler, the professor of didactic and polemic theology in the seminary, as we may henceforth call the school of theology, was president of the college. With him in the seminary faculty were Dr. John DeWitt, who had been professor of the sacred languages since 1823, and the Reverend Dr. Selah Strong Woodhull, appointed to the third professorship just endowed, professor of ecclesiastical history, church government, and

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pastoral theology. Dr. Woodhull was born August 4, 1786, in New York City. He started his college study at Columbia but was transferred to Yale and was graduated there in 1802 at the age of sixteen. The study of theology he began with his uncle, the Reverend Dr. John Woodhull, at Freehold, and finished at Princeton Seminary. At once, at the age of nineteen, he became minister of the Presbyterian Church at Bound Brook. Then, for nineteen years, from 1806 until he was appointed professor by the General Synod, he was minister of the Dutch Reformed Church of Brooklyn, New York. He was a man of ability and wisdom and great zeal; he had great success as a teacher at once. In the college faculty Dr. DeWitt and Dr. Woodhull, according to the agreement, had their place; the former resumed his old work as professor of belles lettres and of logic, the latter was appointed by the trustees professor of metaphysics and the philosophy of the human mind. The two men appointed by the trustees for exclusive work were Robert Adrain, professor of mathematics, and William C. Brownlee, professor of languages. Both had been in earlier connection with the college and both were men of unusual distinction in the teaching profession. Dr. Adrain had been for four years, 1809-1813, professor in Queen's College. He had now been for twelve years or more at Columbia and, for reasons of health especially, was willing to return to New Brunswick. No man perhaps at that day had more prestige as a teacher and student of mathematics. Dr. Brownlee had been at New Brunswick for only a year or two, 1815-1817; he was then in charge of the Grammar School, called rector of it. Since 1818 he had been minister of the Presbyterian Church at Basking Ridge and master of a classical academy there, which had gained much reputation and gathered students of quality

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and promise. He was born in Scotland, son of the Laird of Torfoot, and he was educated at the University of Glasgow. At Basking Ridge he had a great parish, as well as a fine school, and his power among the people was amply witnessed by a revival in the summer of 1822 when one hundred and four persons were added to the communion of his church. Called to Rutgers in 1825, he brought with him a good group of students from his school; some of them were not yet ready for college and he asked the privilege of continuing to teach them preparatory studies until satisfactory arrangements be made for the work of the Grammar School; and this privilege was granted. John S. Mabon, after seven years service in charge of the school, was retiring from it at this time. When the trustees did arrange for the school, and it was almost at once, they made as strong and notable an appointment as were those made in the college. They called Joseph Nelson from the classical school he was carrying on in New York City, and he came to the work in New Brunswick with all his teaching power and reputation.

With the staff thus finely completed, loss and disappointment came with unhappy swiftness. Dr. Woodhull was spared for only a few months in the service he had so splendidly started. He had entered on his duties with eagerness, with prompt planning of work to be well defined and developed. The college, as well as the seminary, had at once felt the stir of his spirit. His ardor in the new position perhaps taxed his strength. An epidemic which scourged the land seized him. He kept about until the violence of it mastered him, convincing him that he would not recover. He died February 27, 1826. He loved the young men and coveted their highest good. Dr. Brownlee told it in his memorial address: "Oh! with what ardent zeal—with what

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intense earnestness would he beseech you, the studious youth of Rutgers College, to press into the Kingdom of Heaven!" Dr. Brownlee himself was the next loss from the college faculty, the church in New York City calling him to be its minister in 1826. His power as a preacher and as a pastor, so signally proved at Basking Ridge, and the new knowledge of him in their own college, were more than this leading church of the metropolis could ignore. Nor was it a call which he could refuse. The students sent an address to him, asking him to stay. They said that the college, having been recently and very favorably started, and being surrounded by other colleges of established celebrity, must depend for its success on the capacity and efficiency of its professors; that they considered the institution at the moment peculiarly blessed in this regard and that they did not wish to be deprived of his service. Dr. Brownlee replied that he wished the students not to press their desire and request, and he added: "It has been the happy lot of myself, as well as of the other professors, since we have been associated together as a Faculty, to have frequent occasions in public and in private to bear warm and affecting testimonies to the high character of the students of Rutgers College. Whether we have viewed them with reference to their morals or their talents and acquirements they have excited our admiration and delight. . . . I shall never cease to labor in promoting the fame and best interests of Rutgers College. . . . I shall bear in my heart the memory of you, my beloved youth, the students of Rutgers College . . . and shall rejoice to see my kind-hearted and noble-minded pupils rising to eminence in Church or in State." He offered for sale "that large and commodious house near the College now in the occupancy of the subscriber"; he had evidently come to New Brunswick

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with intention to make no short stay. He remained a minister of the Collegiate Church until incapacitated by paralysis in 1843, filling the pulpit with great acceptance, holding high place in the life of his day and generation. He died in 1860. While at the college, no doubt, he started the second periodical published as if under college auspices; the first was the *Political Intelligencer and New Jersey Advertiser* of Sheppard Kollock at Queen's College in 1783-85. This was "The Magazine of the Reformed Dutch Church: conducted by an association of Gentlemen, and edited by William Craig Brownlee, D.D.: Rutgers Press: Printed by Terhune and Letson, New Brunswick." It was maintained for four years, 1826-1830. The third loss came a year after the second, only two years after the new start of the college. Robert Adrain in 1827 resigned to accept a professorship in the University of Pennsylvania. The trustees were not quite satisfied with some aspects of the matter; they tried to retain him; he gave some assurance of remaining; but he was gone after the two years service. He did not teach again at the college but, after seven years at Pennsylvania, he returned to make his home and spend his last days in New Brunswick. Although the years of his teaching at the college were few, six in all, he had taken it and the city of New Brunswick richly into his life and returned to the city as his chosen dwelling place.

In the recital of it the immediate and continuous change seems nothing less than new disaster; but it was not irreparably so. In each instance a successor was found at once who well sustained the level of distinction; and two new professors were to be of remarkable continuance in the faculty. As successor to Dr. Woodhull in his two positions the synod and the trustees, 1826, appointed the Reverend Dr. James Spen-

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cer Cannon, at that time minister of the church at Six Mile Run, now Franklin Park. Dr. Cannon was born at Curacoa, West Indies, January 28, 1776, of Irish father and Scotch mother. His father was a sea captain. His home, as a boy, was in New York when not upon the sea. Early left an orphan, and in some way without property rightfully his, he was placed in the school of Peter Wilson at Hackensack and educated at the expense of James Brevoort, Esq., of that place, whose daughter he later married. He was an earnest, capable student, did not have routine study at any college, and at twenty-one was in the ministry, in the charge at Six Mile Run. He had been there nearly thirty years when, at the age of fifty, he came to the college and the seminary. He was to remain professor until his death, in 1852, at the age of seventy-five. He was a diligent, not brilliant, scholar, of remarkable memory rather than original thought. He published his seminary lectures, a large volume, which was quickly adopted in other seminaries and quickly passed to a second edition. He was of distinguished physical appearance, courtly manner, and courteous spirit. He was tall and massive and handsome. He always, even to the last, wore old-time dress, velvet small-clothes, silk stockings, silver shoe-buckles, a low-crowned, broad-brimmed stiff hat; and he carried a cane. His was a figure men turned to watch whether at home or in the streets of New York. The steel engraving of him, seated in his chair, is a familiar treasure in the college halls and in the homes of old college families. He was always the fine Christian gentleman. The students respected and liked him. In 1835, March 26, the junior class presented him with a gold-headed cane, "in token of their grateful sense of the benefits derived from his instructions, and the pleasure they have received from his urbanity as a

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professor, and their esteem for him as a gentleman." He could be eloquent at times and, as the chaplain of the Washington Society, before he was professor, took active part in public and patriotic functions, and at one celebration with his speech in the old Dutch Church of New Brunswick deeply stirred the emotions of the people; this speech was printed but it is not known that any copy of it is in existence.

To the place made vacant by Dr. Brownlee's resignation the trustees, 1826, appointed Joseph Nelson, only just before appointed to the Grammar School. Again they made no mistake. He was a remarkable scholar and teacher and the most remarkable thing was that he could be such with his great physical impairment; he was totally blind. He was born in Ireland, as was Adrain, as were so many of the early outstanding teachers in America; he was born in 1785 in a farmer's family. From early childhood he showed great aptness to the languages, especially Latin and Greek. In 1796 the family came to this country and in 1804 he was graduated from Columbia College. His great proficiency in studies was joined with equal diligence; and as his course advanced his sight began to fail; at graduation he was almost blind; a year later he was wholly so. Undiscouraged, resourceful, ambitious, he opened a classical school in New York. It became very successful and of great reputation. He came to be regarded the best classical teacher in the city, perhaps in the country. He sent to Columbia the best men that college received, men who took honors, and at one time more men than all other teachers together. He finally had one hundred and forty scholars and the burden of the school was too heavy for him; he was ready in 1825 to accept the call to the Rutgers College Grammar School; and in a year he was in the place he so well deserved, the place of professor in the college. Some

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students had followed him from his old school to the new one and to the college. He knew his classics; he had the teaching gift; and he was unsurpassed in discipline. Naturally he was widely known and honored; and his overcoming of his blindness won for him sometimes rather surprising description; a sketch of him is found in James Hardie's "A Dictionary of the most uncommon wonders of the works of Art and Nature." A student of his at Rutgers, Abraham Polhemus, wrote many years after: "I remember him well as he would sit with thumb upon the dial of his watch, marking the minutes as they passed, allowing to each student his allotted portion, and the facility with which he would instantly detect the least mistake in the text or the translation. And I remember, too, that nice ear by which, with his class sitting in alphabetical order, he would detect the location of the slightest whisper and, when rebuking the individual by name for the annoyance, it was rare indeed that the person charged had an opportunity of entering a protest against the justice of his suspicions." He was a great strength to the teaching staff and, a devout Christian as well as exact scholar, he was also much loved. It was a pity that his service was to be but brief. After only a few years his none too vigorous health fell prey to paralysis; for six months he received and taught his classes at his home; and he died November 9, 1830.

The third place, made vacant within two years of the new start by the resignation of Dr. Adrain, was filled, 1827, by the appointment of Professor Theodore Strong, at that time of Hamilton College. He was elected professor of ancient and modern geography as well as of mathematics and natural philosophy. Again the trustees made no mistake. They secured one of the ablest men in mathematics that the country

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then knew or for a generation was to know; and he was to teach at Rutgers for thirty-five years. Adrain and Strong were called "as famous in their department as any in this country." Professor Strong was born in South Hadley in New England, July 26, 1790, and was graduated from Yale College in 1812 under Dr. Timothy Dwight, to whom he always gave grateful remembrance for intellectual stimulus, the stretching of his mind. His standing in studies was high, and he won the mathematical prize, commanding the attention of scientific men widely by his solution of an extremely difficult problem. On graduation he went at once to Hamilton College, was tutor there for four years and then the college's first professor of mathematics and natural philosophy for eleven years. The faculty of Hamilton, at his death more than forty years after his leaving there, in the memorial of him which they adopted, paid tribute to his most effective "building of the college's early reputation for sound learning and the traditional enthusiasm for science which is a heritage of the college." That sort of work, begun at Hamilton, he continued at Rutgers. He was always busy with mathematical research and he enriched that field of learning with the results of his studies. He was a teacher who especially rejoiced in and inspired especially able students, men of capacity and ambition. From his class room and from personal contact with him went forth Professor George W. Coakley, class of 1836, and that perhaps greatest mathematical genius of his time in this country or abroad, George William Hill, class of 1859. Dr. Hill, near the end of his life, spoke of Dr. Strong as having been the great stimulus to his mathematical work. Professor Coakley, many years after his graduation, spoke of Dr. Strong as a mathematical

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genius, equal to the best, as a constant contributor of solutions to mathematical problems, and as always abreast of the times in study of the literature of his field in French and Italian as well as English. He was simple and genuine; a lover of science and of nature and of books; a reader and a thinker in metaphysics and theology as well as in mathematics and natural philosophy; he had a vigorous body, and ever active mind, a stern conscience, and a devout spirit. He loved his country with an ardent patriotism; and he hated slavery with a perfect hatred. He loved his home, its generous life, and he gave to it the riches of his own character and spirit. His son and grandsons were to graduate from the college and, sixty years after his own appointment, a grandson was to become a professor, John C. Van Dyke, professor of fine arts.

With such a faculty the new age of Queen's College, now Rutgers, began. A glance at the building at that beginning time finds it quite entirely completed, and well occupied. In the residence at the east end lived Professor DeWitt and he probably had some if not all of his classes in his residence. In the residence at the west end lived at first Professor Woodhull and then, at once, Professor Cannon, and classes were perhaps occasionally or even regularly assembled there. In the centre were the main class rooms where students of theology and college students alike met at their stated hours. On the second floor, east side, was the chapel, the room, later a drafting room and still later the fine arts room, which remained the chapel until the Kirkpatrick Chapel was completed in 1872. On the second floor, west side rear, was the library room, the room later given to history and political economy and later still to philosophy and psychology, which

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remained the library until the Kirkpatrick Chapel, with its library accommodation, was completed; the book shelves wall the room to this day.

Full announcement was made of the opening appointed for November 14, 1825. It recited the fact that the college had been chartered before the Revolution and that its exercises had been suspended for some years for want of funds: "In consequence of recent spirited and very successful exertions it is now revived and its operations are about to commence under very favorable circumstances. . . . The City of New Brunswick is well known to be both healthful and pleasant. Public conveyances to and from the City are numerous, cheap and expeditious. The size of the place and the facility of intercourse with the two great cities of New York and Philadelphia render it an advantageous location." The members of the faculty were named and the intention to make the instruction of the highest grade was set forth. The requirements for admission were very fully given: Latin, Greek, including the four Evangelists or an equivalent in other authors; and ordinary exercises in vulgar arithmetic as far as the rule of proportion.

Two weeks after the opening a writer in the local paper said: "The college having been reestablished upon an honorable basis under the direction of a Faculty which according to the number of its members need not shrink from a comparison with that of any similar institution in the United States, a foundation is laid, which, with a little enterprise and a moderate share of exertion, may in a few years render New Brunswick as celebrated for science and literature. . . as New Haven, Princeton or Schenectady." The number of students in attendance at once was remarkable; there were

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thirty men at the beginning, thirty-six at the close of the year; the next year there were sixty-four; beside these were the men in theology and the boys in the school. Starting with such substantial number in the two or three classes at once active, there were five men ready to graduate in 1827, and twenty men ready to graduate in 1828. For years the number of men in the classes remained singularly near the same, twenty-five to thirty men in a class, twenty to twenty-five graduating each year. The size that was to maintain was reached at the start; it was a large body for those times, and replete with the names well known of the old families of early New York and New Jersey. Commencement was now appointed for July, after the many years of its assignment to the early fall. In 1826 no one was yet ready, apparently, for graduation; that public ceremony did not take place. "Parents and gentlemen of science" were, however, invited to attend the concluding examinations. In the same newspaper issue which contained this invitation, July 12, 1826, there was also an announcement, which reveals that college preparation and entrance, some standardizing of it, was as early as this commanding attention and study; the schools were taking up the matter in New Jersey; the principals of the Newark Academy and the Newark Institute issued a call to the teachers of academies, private seminaries, and schools to meet at Newark, "for the purpose of making arrangement to establish a State Society to be organized at Princeton or New Brunswick the ensuing fall; the object of which society shall be to adopt an uniform system of instruction preparatory for entering college." That meeting was held and Dr. Cannon of Rutgers was made president of the society which was formed.

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The first Commencement of the new era was held July 18, 1827. The five men who were graduated were Robert Adrain, Jr., Christopher Hunt, Alexander M. Mann, Ransford Wells, and Hugh Hamill, the last three of whom became distinguished clergymen, and the last of whom was from 1837 to 1873 principal of the Lawrenceville School, near Princeton, which, in more recent years, on a large foundation, has become of wide reputation. There was a procession from the campus to the church, headed by a "full band of music." The exercises had a very friendly critic, of higher appreciation than present day audiences affect, but not over-generous perhaps; he spoke of the college "on the banks of the Raritan," and said that the speeches of the students were "distinguished by sound sense and neat and elegant language; and the style of speaking was manly, chaste and dignified—equally removed throughout from the frigid on the one hand and from rant and bombast on the other." The eloquence of the members of the junior class on the preceding day was even more overwhelming: "For ourselves we can say that we have witnessed much fine oratory in youthful speakers in Europe and in the colleges of our Country; and we think this specimen of these two rival societies has not been surpassed by any we have heard or seen." The Philoclean and Peithessophian Societies had already been founded and this was their first Junior Exhibition. An address was given before the societies by Dr. Brownlee on "The loftiest and most important of all Sciences."

The Commencement of 1828, July 16, was equally agreeable to the news man of the time. It is in the Magazine of the Reformed Dutch Church that he again writes: "Taking into view the whole display on Tuesday and on Wednesday I can truly say for myself that I have not witnessed any-

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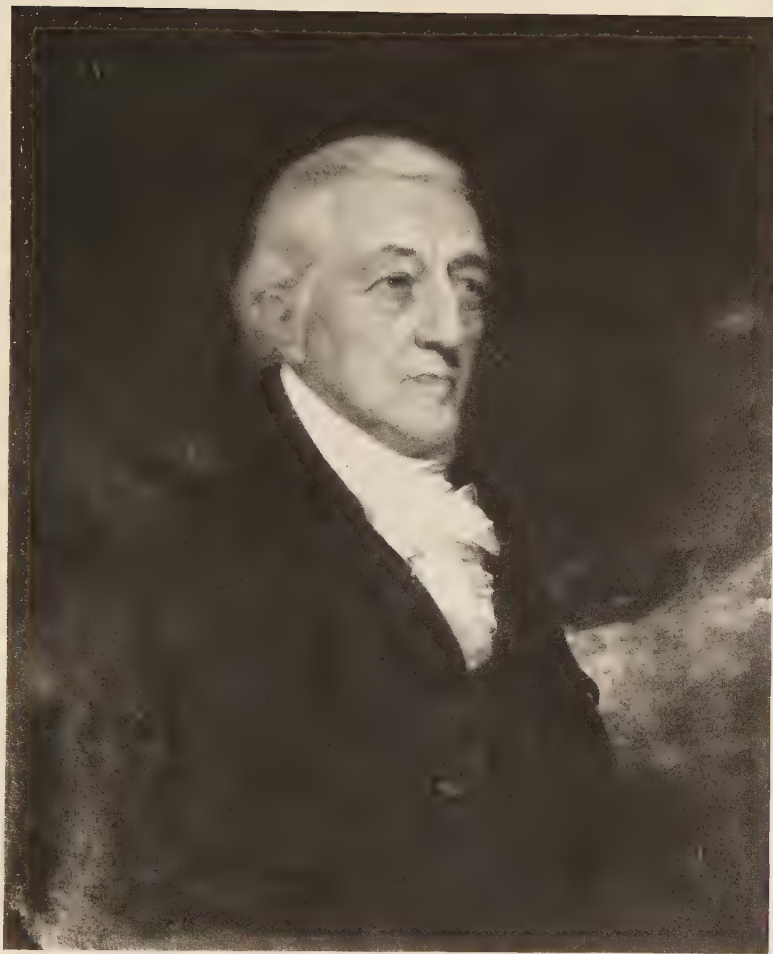
thing superior to it, either in Europe or in anyone of the seven United States in which I have travelled." All praise aside, one is convinced that a high level of academic program and performance was taken at once by the college. The ability of the instructors was plainly shown, it is said, and the address of the president was of the highest order. Peter D. Vroom gave the address before the societies.

Added word as to two more Commencements, completing the initial four with 1830, will confirm the impression of vigorous and well recognized college life from the outset. At the Commencement, July 15, 1829, the exercises, including a speech in French, again found favor. The popular interest was great. The numbers may not be accurate, but four hundred visitors are said to have come from New York on Tuesday and three hundred on Wednesday; steamboats plied every day from New York to New Brunswick. The crowd was "immense." At the Commencement, July 21, 1830, the outstanding feature was the address before the societies by William Wirt, the distinguished jurist and statesman and scholar, perhaps the preeminent man of his day in public address. Visitors in great numbers and many of distinction came to the city: "The church was filled to overflowing by an immense throng. The oration, on Education, proved to be in thought and style a production given first rank in the judgment of that day among all similar addresses." A writer in the church paper indulged well his appreciation of Mr. Wirt's address, "which, for simplicity of style and of manner, for classical taste and refinement, for the practical wisdom of experience and for adaptation to the circumstances, the time and the situation of those whom he addressed, was one of the finest specimens of didactic eloquence we have ever witnessed. . . . We have already ex-

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pressed our decided opinion as to the merits of this almost unequalled production." A lady reporting the event to the *National Intelligencer* wrote: "Notwithstanding the heat and the crowd I listened nearly two hours with unwearied and unabated interest, only dreading at every point that he was coming too soon to a close—that the charm of his eloquence was to be dissolved. . . and when he ceased to speak there was a silence of many seconds throughout the whole audience as if they were spellbound. Such an effect I never before witnessed." The oration had wide reputation at once; printed, it passed through several editions; it was republished in England and translated and republished in France and Germany. It endures in tradition after nearly a century as a quite unique contribution at that early day to the world of education under the auspices of Rutgers College. Dr. John Forsyth nearly twenty years later said that none could "ever forget the scene or lose the impression made by his eloquence."

The course of study pursued by the students, the body of it, was clearly the classics, mathematics, philosophy, and literature. Modern language was not to find a formal fixed place until perhaps fifteen years later, although the French oration at an early Commencement is significant. Science other than mathematics, however, had place and was constantly pushing for larger place. Natural philosophy was given its name in professorship title. Virtual extension lectures in chemistry had been given by certain young graduates of the college ten years before. Now, in 1826, the trustees granted some one, a Mr. Finch, on his petition, the privilege of giving a course of lectures in chemistry in one of the rooms of the college. In 1829 they had before them a resolution that a regular course of lectures in geology, mineralogy, and



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chemistry be added to the branches taught in the college; and that a fee of \$5.00 per annum for this instruction be added to the student's tuition charge. The purchase of philosophical apparatus had been for years an incessant question; it was expressly emphasized in efforts made to secure funds. In 1826 a committee was appointed to provide two globes and other necessary apparatus, and in 1827 Dr. David Hosack gave \$1,000. for such purchases. About this time a telescope, "said to be the largest in the United States," was added to the equipment. The interest in chemistry was to bear fruit in a large way very quickly for, as the decade ended, the trustees rose to the demand and appointed a professor of chemistry whose distinction and long service were to be a remarkable chapter in the history of Rutgers College; and an effort for the endowment of his chair did not long delay. It is of important interest that as early as this the idea of physical education was set forth at the college door. A writer in the *New Brunswick Fredonian*, October 11, 1826, says: "A gymnasium or school for bodily exercises has been opened at Boston into which men and boys have entered. It is connected we believe with a Literary Institution and the advantages proposed are to promote health, vigor and efficiency by a proper regulation and adaptation of exercise and by a fuller development and more skillful application of the physical powers. The arduous exercises of the Green Gymnasium, we are informed, were running, leaping, throwing the quoit, wrestling and boxing. In wrestling and boxing they were often naked. The science of boxing we hope may be dispensed with in our modern exercises."

Meantime, by way of enlarged academic scope and in line with the emphasis on science, especially chemistry, the college experienced its third episode with a medical school. The-

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ology might possibly be regarded as at this time still a graduate school of Rutgers. A law school was proposed at the very time of the new start, 1825, by a friend of the movement; he speaks of one at Litchfield and argues that the central position of New Brunswick on the great thoroughfare of the Atlantic States, the moral character of the people, the healthfulness of the place, cheapness of board, and easy communication with New York and Philadelphia give advantages over Litchfield. Litchfield would have had to admit its less easy communication with the great cities but could hardly have been expected to admit any less moral or healthful life of its inhabitants. This law school proposal bore no fruit at once at Rutgers; but ten years later a professor of law was elected who began his work with some ceremony; but even then there was no law school, or even full course in law. The medical school now was once again a real thing, an ambitious and outstanding thing, but it had no longer life than its predecessors, enduring but for a year or two. Again it was a group of New York physicians who came to the trustees with their excellent undertaking. Again they were men of distinction, of the first rank in their profession. Their communication, September 12, 1826, was signed by Drs. David Hosack, Samuel L. Mitchell, William J. McNevin, Valentine Mott, and John W. Francis. They soon added to their number Dr. John D. Godman, and John Griscom, LL.D., professor of chemistry. The memorial states that the five men had been professors in the College of Physicians and Surgeons, that they had withdrawn and had at once organized another school with view to freedom from some evils and to some improvement of instruction; it states that they have turned their eyes, in seeking a connection for academic honors or credentials, to the "rising reputation and increasing sta-

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bility of your college," and that they think it advantageous that such connection should be from state to state; it adds that they have erected a new and handsome college edifice and that their graduates may be thirty or forty annually. The trustees, informed of some pertinent questions touching the relation of the new faculty to the College of Physicians and Surgeons and to the Regents of the State of New York, postponed action; and at their next meeting they had before them a further letter, one addressed by Dr. Hosack to President Milledoler. This letter placed before the trustees various reports showing the approval of the professors by the regents and developed the argument for their desired connection with Rutgers. It argued that New Jersey should have a medical school, but that its work would have to be in a great city, surely New York; and it outlined the method of academic procedure which the union would follow. Dr. Hosack and Dr. Francis, coming to New Brunswick on the day of the trustees' meeting, October 16, brought with them General Stephen Van Rensselaer, who was one of the regents and who became a trustee of Rutgers in 1829. A committee of the board met them and that night reported favorably upon the matter; and the trustees at once took the formal action establishing the connection. Six men were constituted the medical faculty of Rutgers College: Dr. Mitchell's name is absent. The college was to give the degree when candidates had satisfactorily fulfilled requirements and been recommended; the college was not to assume any expense; the trustees were to commit all instruction and government to the medical faculty; and all formalities were provided for. The institution was known as Rutgers Medical College. Dr. Hosack, president of the faculty, delivered an inaugural address, November 6, in the building on Duane Street which

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the professors had erected at their own expense. The address is printed, accompanied by many valuable reports, personal sketches, and extracts from other medical college addresses. Other professors delivered inaugural addresses and all made great point of pleasant words about Rutgers College; they knew the official values in the connection and wanted to keep them. Dr. Hosack spoke of the pious, learned, and distinguished president of Rutgers, the able professors, the vigilant board of governors, the college which is "rapidly rising to an eminent station among the older institutions of our country, and promises important accessions to the cause of religion, science and letters." Dr. McNevin, answering the criticism of interstate connection, said that an enlightened provision, ignoring geographical lines in such matter, "has at least been adopted in principle and for the first time made effective between two co-terminus states through the wisdom and good feeling of Rutgers College. . . . The patriotic members of Rutgers behold a countryman in every American and they cannot conceive why the lights of science are to have a license for crossing the Hudson any more than the light of the sun." Dr. Francis said: "Within a few years past the views of the Trustees have enlarged with the success of the Theological Department of the College and the elements of a liberal education are now taught by men deeply versed in the branches which they superintend and of long experience in the duties of instruction." High tribute also was paid to Henry Rutgers who, in addition to benefit given the undergraduate college, established in perpetuity a gold medal to be given each year to the student in the medical college presenting the best graduating dissertation. Dr. Hosack's gift of \$1,000. in 1827 was a "donation from the Medical Faculty of the College to the parent institution";

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it was a thank offering for the favor given them. Dr. Hosack and others of the medical faculty were in the Commencement procession, 1827, and at that time the trustees conferred the degree of M.D. on twenty-seven men recommended for it; and nine men received it, honorary. It was the only Commencement when the union showed any life. In 1828 two men were recommended but for some reason the trustees declined to take action. The honorary degree was given in 1830 to two men, and in 1831 to two men, and in 1835 to one man. In 1832 the degree was given to two men as if in course, not honorary; of this there is no explanation. There is no slightest mention of the Rutgers Medical College in the minutes of the trustees after March 4, 1828, only a year and a half after the really fine and somewhat imposing foundation of it. The cause of the swift close of the enterprise was legislative action in New York. The opponents of it were alert and they were successful. In 1827 the Legislature of New York passed the act: "No diploma granted by any authority out of this state to an individual who shall have pursued his studies in any medical school within this state, not incorporated and organized under its laws, shall confer on such individual the right of practicing physic or surgery within this state." The act was aimed at a diploma given by Rutgers College in New Jersey to a student of the medical faculty in New York. The Rutgers Medical College had four sessions, it is said. New professors took the place of the seceders from the College of Physicians and Surgeons, and that institution entered on more prosperous times and an enduring life.

A notable event at the very start of the new activity, one destined to play a large part in student life and in the story of the college, was the founding of the two literary socie-

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ties, the Peithessophian and the Philoclean, known familiarly as Peitho and Philo. Until virtually the end of the century they were to hold high place in the college program; and, with the recent revival of the Philoclean, and still more recent revival of the Peithessophian, their traditional life remains active. They were founded in the very year of the college's revival, even within a month of it. College opened November 14; the date of the founding of Philo is reasonably well fixed as December 8, 1825; and Peitho, tradition says, was even earlier, securing all the members of the senior class, leaving to its rival only members of the junior and sophomore classes. No original constitution is extant; the earliest copy of that of Peitho, known as revised, is of April 21, 1827; the earliest copy of that of Philo is of November 11, 1831. They may be thought of as in effect the successors of the Athenian and Polemic Societies of earliest Queen's College. They were after their type in other colleges of their time, as the notable Clio and Whig of Princeton. They were primarily founded by members of the faculty and they were thereafter always encouraged by faculty and trustees, although essentially of independent student control. The founder of Peitho was Dr. Cannon; and the founder of Philo was Dr. Brownlee, in whose classic and somewhat florid language its constitution appears. Dr. Brownlee is said to have proposed the names of the societies, Dr. Cannon to have given the motto to Peitho, Dr. DeWitt the motto to Philo. They met in the college building for the first few years, until other building was provided; Peitho met on Thursday night, Philo on Friday night; later both met on Friday night. They were secret societies; none but members were admitted to their meetings. Their object was the improvement of their members in declamation, composition,

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and debate; and well did they serve this object. Students of Rutgers through many years, who became in later life distinguished in the pulpit and at the bar and in halls of legislation, were lively members of them, and they were beyond doubt in no small measure prepared for their successful performance in life by the exercises in the society halls. Each man would have a set duty to perform at least every month. There were committees watchful and active in maintaining best fulfillment of all duties; a committee of inquiry in one, a committee of supervision in the other, a committee of criticism in both, exercising a prompt and vigorous authority. Withal they had, no doubt, the times of relaxation, of humor, and of informal give-and-take which marked the program of later years in the memory of many members now living. The societies made a point of securing the professors as members; only the president could be a member of both; and a sharp conflict quite promptly arose, Philo arraiguing the action of Peitho in electing Professor Strong at a special meeting.

They made a special point, also, of electing as honorary members men prominent in literary and educational, professional and public life. It might seem a practice not worthwhile and perhaps an imposition on men really not concerned. But it was not so; it proved a feature of great and enduring interest. Even men prominent in the world's work and in public affairs did not have, in those days or for years thereafter, the manifold social and civic and literary connections which abound in these days. In general they welcomed the invitation of the societies, accepted their election with courteous interest, and wrote letters, in their own hand of course, not always brief and sometimes of real worth and usefulness. These autograph letters of America's distin-

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guished men became and are still a valued treasure in the college archives. In connection with such honorary membership or, as the years went on, in recognition of once active members, the societies established and maintained the custom of an annual address before them in Commencement week; and these addresses attracted large popular interest, were in many instances notable for literary or scientific worth or for practical service to the college. The first address, in 1827, was by Dr. Brownlee; that in 1828 by John Schureman; that in 1829 by Peter D. Vroom; that in 1830, the one most celebrated, by William Wirt; after Wirt came Theodore Frelinghuysen; and later, within a few years, came such men as Daniel D. Barnard, Robert Strange, and Alexander H. Everett. And as the years went on, at each Commencement time, each society had its own graduates' address in its own hall.

They began to form libraries and in time had substantial collections especially of standard general literature, finely supplementing the meagre and more academic collection of the college library. Late in the century these libraries were deposited in the college library as integral part of it. In 1858-61 they issued the Rutgers College Quarterly.

The societies had been active for just ten years when, in 1835, a notable argument between the Philoclean society and the faculty arose. The society thought that its privileges and self-government were in some way encroached upon by the faculty; and the somewhat sharp interchange of ideas continued until the trustees entered in and, at their intervention, the society by a majority of two yielded the point at issue. Frederick T. Frelinghuysen, Cortlandt Parker, John Parker, Joseph P. Bradley, and David D. Demarest, all so well known in later life, were chiefly concerned on the side of Philo, and the last three were summoned before the faculty in the course of the proceedings.

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For twenty years the Peithessophian and Philoclean Societies held their place with no rivals, save each with the other. When in 1845 the first so-called Greek letter fraternity, the Delta Phi, was founded at Rutgers, it was naturally anticipated that a new rivalry had entered in and that the old literary societies would suffer at once and seriously, especially if, as proved the case, other secret fraternities were to follow; and some sharp feeling and antagonism appeared. In the event, however, a detrimental effect was not plainly apparent either at once or for many years, if at all. For thirty, forty, even fifty years after that the literary societies flourished, with Greek letter fraternity men leaders in them, devoted to their interests. A later decline of interest and period of inaction may probably be traced not so much to fraternity encroachment as to general change in the ideals and habits of student life.

The color of the ribbon of Peitho was pink and the color of the ribbon of Philo was blue. Within the memory of men now living and not very old, graduates and undergraduates thronged the campus at Commencement time with three ribbons in buttonholes of coat or waistcoat, the scarlet of Rutgers, the pink or the blue of Peitho or Philo, and the color of a Greek-letter fraternity. In the earliest days, too, the societies had badges; badges are in the college collections, the Peitho badge of John Forsyth, class of 1829, and the Philo badge of Rush Van Dyke, class of 1830.

As the new decade began, changes in the faculty came, each maintaining the teaching strength which had been established. The early thirties were a time of great interest in the college story. Professor Nelson, after his brief splendid service, died in 1830. He had resigned in 1829 on account of ill health. In the same year his successor was elected, the Reverend Dr. Alexander McClelland. The trustees first

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called Dr. Charles Anthon of Columbia, celebrated teacher of the classics, whose name attaches with old classical text books; but he declined. Dr. McClelland spent his early life in northern New York and he was graduated from Union College in 1809. He studied theology and became minister of the Rutgers Street Presbyterian Church in New York. In 1822 he went to Dickinson College as professor of metaphysics, logic, and rhetoric. He came from Dickinson College in 1829 and in him Rutgers secured a teacher of the first rank, destined to maintain and to leave in New Brunswick a unique reputation. His work in the languages was not to continue with the undergraduates; he was soon to take up instead the work in the sacred languages with the students in theology; but he was to continue other work with the undergraduates and his personality did not fail to impress itself upon them as well as upon the graduate classes and upon the city itself. He was, as his name reveals, a Scotchman and he had in full measure the characteristics of his race. The story of his speech and manner in teaching and preaching suggests much of the man, Scotchman too, who was to succeed him in the seminary twenty years later, so well remembered by many now living, Dr. William H. Campbell. Dr. McClelland had or gained the reputation of a teacher of the sacred languages, especially of Hebrew, unexcelled in the institutions of the country. Grateful reminiscences of his exact and effectual teaching, as well as of his personal eccentricities, abounded among his sometime pupils as long as any remained among the living. The Reverend Dr. Paul D. Van Cleef, a student of his, in his alumni oration, 1865, spoke of him as an unsurpassed instructor, persistent and exact in drill, brilliant in illustration, making most abstruse things bright with his genius; "when he died

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the church lost one of our greatest intellectual lights, Biblical literature one of its proudest ornaments, and the pulpit an acknowledged master of sacred eloquence."

The next change was not a succession in office but an addition, notable and far reaching in its issues. The interest in natural science, in chemistry especially, shown for years and answered by only casual arrangements, now had won its way and a professor of chemistry and natural philosophy was, in 1830, appointed. This was Lewis C. Beck, M.D., one of the foremost scientists of that generation. He was born at Schenectady, October 4, 1798, and was graduated from Union College in 1817. Two brothers were also men of distinction, Theodoric Romeyn Beck, at one time principal of the Albany Academy, and John B. Beck, M.D., professor in the Medical College of the State of New York. Professor Beck started the practice of medicine in Schenectady, then removed to St. Louis, and soon thereafter returned east and settled in Albany. From 1824 to 1829 he was professor of botany in Rensselaer Polytechnic Institute at Troy, and from 1826 to 1832 he was professor of botany and chemistry in the Vermont Academy of Medicine. Coming to Rutgers in 1830 as professor of chemistry and natural history, he remained with the college almost continuously, until his death, April 20, 1853. There was some slight intermission in his work in the late thirties; and from 1841 to 1853 he held also the position of professor of chemistry and pharmacy at the Albany Medical College. He was a prolific writer on scientific subjects, especially mineralogy and chemistry, and he is ranked as a pioneer and pathfinder in the modern teaching of natural science. He began at Rutgers the fine scientific activities which were continued with great zeal and success by his successor, Dr. George H. Cook. He was forward in

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the new investigations of his time; he kept pace with the new study of electricity, no doubt in close friendship with Morse; he had miles of brass wire run round his lecture room for transmission use before the electric telegraph was announced. He became, with his family, thoroughly and enduringly devoted to the Rutgers College life. No doubt it was through him that Mrs. David L. Haight of New York in 1830 gave a considerable collection of minerals. In time his own, the very valuable Lewis C. Beck Collection, came, to which were later added the very valuable George H. Cook and Albert H. Chester Collections.

In 1831 a change came, the death of Dr. DeWitt. He was only forty-two years of age. He had taught only a few years, since 1823 in the seminary and since 1825 in the college; but he had taught much; and he had preached much; and he had thrown himself with zeal into the general life and affairs of the institutions. He was of fine intellect and of very agreeable personality. His son, John DeWitt, almost ready for college at his father's death, was, thirty years later, to become professor in the same subjects, the sacred languages, in the same seminary; and just fifty-five years later his grandson of the same name was also to graduate from Rutgers, and with highest honors. At Dr. DeWitt's death, Dr. Croes, Episcopal bishop and rector of Christ Church, sometime honored rector of the Grammar School, was invited to carry on temporarily the teaching of languages in the seminary; but almost at once, 1832, Dr. McClelland was chosen by the General Synod to succeed him; and he accepted, which meant his withdrawing from the teaching of the classics in the college. He was asked, however, to carry on the work in belles lettres and rhetoric which Dr. DeWitt had carried on in the college; and for some years he did so. A successor to him as

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professor of the classical languages was necessary, however, and, in 1832, the trustees appointed John D. Ogilby, a very young man, but a man of rare spirit and attainments and of proved success in teaching. He was born in Ireland, December 30, 1810; he was brought to this country when not yet six years of age; and he was graduated from Columbia in 1829. While a member of the junior class, at the age of seventeen, he became the first rector of the Columbia College Grammar School; after his graduation he remained in this position for a time; then he started a private school in New York. He published a Latin reader, an edition of a classical dictionary, and an edition of Virgil; and later he published books on church subjects. He was only twenty-three years of age when called to Rutgers. For eight years he filled the professorship, Frederick Ogilby, his brother, as tutor, assisting him from 1833 to 1835. He was asked to teach logic also for a time. With his fine and accurate scholarship, courteous manner, and generous disposition, he was singularly attractive and generally regarded with much affection as well as respect. He was devoted to the Protestant Episcopal Church and active in its ministries always. When Christ Church in New Brunswick was without a rector at the resignation of Dr. Croes, he was asked to take charge until a successor could be found; and this he did, while at the same time meeting all his professorial duties. He then carried on his studies in theology, also while still professor, and in 1838 he was ordained. For two years more he remained with the college; in 1840 he resigned; and in 1841 he became professor of ecclesiastical history in the General Theological Seminary in New York. In that position he did strong, constructive work. His health, however, frail since college days, was failing; after one or two intermissions while he sought for health, and

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while yet holding his New York professorship, he died in Paris, February 2, 1851, in only his forty-first year. At the funeral services in Trinity Church Bishop Doane paid him especially high tribute. He is buried in the yard of Christ Church, New Brunswick.

The next and last important change at this period was again an addition to the staff of the college. The work in belles lettres and rhetoric was important; it could not be assigned to professors in other departments with advantage to the work or agreeably to the professors. The classics, mathematics, philosophy, and natural science were all now well cared for. Provision for the newly recognized pressing need brought into the college life a name which was to continue notable in its history, the name of Janeway. The Reverend Dr. Jacob J. Janeway was appointed professor of belles lettres and of the evidences of Christianity in 1833; and he was to teach grammar, rhetoric, and criticism also; political economy, for good measure, was added to the subjects in his charge. Dr. Janeway was of an English family of early home near London. It was a ministerial family; one minister of that name, who had four sons also ministers, refused to obey the Uniformity Act and was excluded from his parish. The pioneer in this country was a layman who brought over the charter of Trinity Church, New York, and who was a member of the vestry of that church; his son removed to Somerset County, New Jersey, and his son was the Rutgers professor. Jacob J. Janeway was born in New York City, November 20, 1774, and was graduated from Columbia College in 1794. His parents were members of the Dutch Reformed Church and he studied theology under Dr. Livingston; but he entered the Presbyterian ministry and was pastor of a Presbyterian Church in Philadelphia for thirty years, taking



William C. Brownlee



Joseph Nelson



James S. Cannon



Theodore Strong

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charge of it when the President of the United States was a member of the congregation. Later he was professor in the Western Theological Seminary at Alleghany, Pennsylvania. In 1830 he accepted a call to be the minister of the Dutch Reformed Church in New Brunswick; but he served the church for only a year, his health not being at that time equal to the large and manifold demands of the parish. After brief stay in New York he returned to New Brunswick; and he was then chosen professor in the college; and he was also chosen vice-president of it. He was not only to teach but also, second to Dr. Milledoler, to serve in any presiding or executive way as occasion might arise. For six years he remained with the college, ably and most acceptably fulfilling his part in the rather notable history of the decade. He was a high-minded, dignified, generous Christian gentleman, modest, studious, conscientious. He was clear and uncompromising in voicing his convictions as to the truth, and he was not without his part in sharp controversies in the religious life of the time. He was always devoted to education and to the cause of the ministry, and much of his always marked generosity served young men in the course of their studies. When he resigned from his teaching and presiding positions in the college he continued in the office of trustee to which he had been chosen in 1830; and he was eminently useful in that connection also. At one time he served as trustee or director in other educational institutions, especially of Presbyterian connection; and he held at times executive office in Presbyterian church boards. He continued his home in New Brunswick on Livingston Avenue and he died there, June 27, 1858. The family through generations since has been represented among the graduates of Rutgers and one son, Henry L. Janeway, who also lived on Livingston Ave-

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nue, stands out as one of the most devoted and effectual servants of the college in the office of trustee during the latter part of the century and the early part of the next, holding the office from 1862 until his death at the age of eighty-four in 1909.

The appointment of Cornelius L. Hardenbergh, Esq., as professor of law in 1835 was hardly more than a nominal thing perhaps; it was the adding of a well qualified man to the faculty; it meant some lectures but possibly no full course of academic instruction. He was to receive no money compensation. Mr. Hardenbergh was a grandson of President Hardenbergh and a son of Jacob R. Hardenbergh who, as graduate and trustee, had been so persistent and useful in the serving of the college welfare. He was graduated from Queen's College in 1809, his father having been graduated in 1788. The new professor entered on his duties with some formality. He delivered an introductory or inaugural lecture to which the trustees and faculty and the citizens of the city, as well as students, were invited. While there is no formal word of his retiring from the professorship, his active work was probably not only small but of brief continuance. He died in 1860.

Only one building change belongs to this period. The Grammar School was given a new home which also provided rooms for the literary societies, the school and the societies departing from the hall now called the Queen's Building. The expediency of removing the school from the college building had been brought forward at once on the reviving of the college classes and a committee was appointed by the trustees, October 16, 1826, to inquire into the matter. For over two years there was no action; but the committee reported, April 7, 1829, that the removal of the school was

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highly expedient, and that measures should be taken at once to provide accommodation either by renting a suitable house or, since that probably could not be done, by the erection of a suitable building, and that subscriptions be taken for the purpose in the city and elsewhere; they set forth the proposal as for a classical and English academy and as directed to "redeeming the pledge formerly given by the board." At this meeting the two literary societies presented a communication, stating their need of suitable rooms; and this word was referred to the committee on school building. The result was that the trustees, July 14, resolved that a lot be purchased and contract made for a building suitable for the school and providing two rooms for the societies, the understanding being that the erection could be accomplished at cost not more than \$2,000. Later the committee was given discretion to build of either brick or wood; authority was given to sell certain stock to secure the necessary funds if subscriptions were lacking; and the work evidently proceeded at once; for, April 6, 1830, the committee was authorized to borrow money to make payments on the building. The societies wanted grates in their rooms; but they were refused this luxury. The site secured for the building was the corner opposite the southwest corner of the campus; the erection was part of the present Preparatory School building; it did not come to its present size until more than forty years had passed. The school occupied the lower floor; and the societies had their rooms on the second floor; but the societies surrendered their space after a few years when Van Nest Hall, with its two spacious society rooms, was built on the college campus. The school itself had a period of considerable prosperity under the Reverend Dr. Cornelius D. Westbrook. When John S. Mabon had retired in 1825, and Joseph

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Nelson had served for a year, they were succeeded by John Milligan who was in charge from 1826 to 1830; he was succeeded by Robert Ormiston Currie, a brilliant young graduate of the college, who taught it until 1832, when he went on into the ministry; and he was succeeded by a Mr. Armstrong, whose work does not seem to have been entirely successful. Then in 1833 Dr. Westbrook came. He was of Puritan stock on his father's side and Huguenot stock on his mother's side and was born at Rochester, Ulster County, New York. He was graduated from Union College in 1801 and, after studying theology, was tutor there for a time. Minister of the Dutch Reformed Church at Fishkill from 1806 to 1830, he also maintained an academy there which came to have considerable reputation. In 1830 he came to New York as editor of the *Christian Intelligencer*, the organ of the denomination, and removed "his seminary from the village of Fishkill to Harlaem in this city." He had become a trustee of Rutgers College in 1829; he was familiar, no doubt, with the life of the college and the importance of the school; and his disposition to teach made the call to New Brunswick an agreeable one. He advertised, May 18, 1833, that he had taken the large and commodious house on George Street, formerly occupied by the Bank of New Brunswick, and had arranged to establish there a boarding school on "the most respectable footing," and that he would receive boarders at a reasonable rate; this was at the northwest corner of Paterson Street. He also established a female academy. He was a man of ability and character and of teaching gift; his stay might have been expected to prolong; but he kept the school only three years; in 1836 he went back to the pastorate, taking charge of the church at Cortlandtown, New York. James Ferguson succeeded him, and had charge of the

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school until 1841 with, it may be presumed, a reasonable degree of success.

Only the two buildings, then, there were through this decade; and the campus and the land round about were not much to look upon. Charles D. Deshler, Esq., in reminiscences of his boyhood days of 1830 and thereabouts, tells of Dr. Milledoler in the east wing and Dr. Cannon in the west wing of the College Hall; of the campus bare and rough and almost without trees—James C. Van Dyke, on his becoming trustee in 1831, set out some small trees which were to become the giants of the campus, and Dr. DeWitt had earlier planted some at the east end; in the southwest corner a small pond, eighteen or twenty inches deep, never dry; opposite the campus eastward the Baptist Church and graveyard which were to give place to the railroad station very soon; across the street, south, several houses where college and seminary students boarded; on Somerset Street above the Grammar School only one house; on Easton Avenue above Somerset Street only two houses, one at Hamilton Street and one at the Mile Run; on College Avenue one house; north and northwest of the college unfenced common, woods, underbrush, rough grass; the present seminary campus a wilderness of bushes and red cedars; between that and the college a noisy brook, much underground, that had served the copper workings, bubbling out of the ground where two great willow trees now stand. David D. Demarest, in his reminiscences, extends the view into the city itself: "In the winter of 1835 I came to college from my home in northern New Jersey, forty-five miles distant, by the most sure, available, and expeditious mode of travel, that is by sleigh, for there was no railroad and the Raritan was frozen. From morning until night we journeyed. I found the old college standing solitary

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and alone, the campus surrounded by a wooden fence and divided into three parts by a wooden fence; the site of Hertzog Hall covered with stunted cedars; the Grammar School . . . nearly at the limit of the city in that direction, College Avenue not having a building on it, Easton Avenue and Somerset Street one or two each beyond the Grammar School; little of Paterson and Bayard Streets above George Street; south of New Street no dwellings; Richmond meadow, now covered with buildings, was our ball ground; of the church buildings now (1873) standing there were only the First Reformed Church and Christ Church; the Baptist Church was where is now the railroad station. . . . In the centre of Hiram Street was the market with its watch house, ever to be remembered by uproarious students for occasional lodgings furnished them at the city's charge."

The city was small but not without dignity; the campus was bare but not without great possibilities; of college buildings there was really only one, but it was of rarely noble proportions, destined to command ever increasing respect and affection. Though the campus was bare, and the building bare perhaps, students were coming, coming from northern New Jersey and central New Jersey; from New York City and Long Island; from along the Hudson River and from further parts of New York State. In the year 1832, only seven years after the reviving of the college classes, came that group of young men, scarce more than boys, who were to be graduated in 1836 and by their later distinction in life to make their class stand out among all the classes of the college to this day. When they entered, and just after, men were graduating of equal excellence of mind and spirit; and before they entered men were graduating whose names were to become famous, who had entered at the very opening of the

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college doors. The student life of such students so long ago is of abounding interest. They had no dormitory; Rutgers students had none for many years yet to come. They lived in the homes of the city as they could find accommodation; they found good accommodation, one may be sure; and the rates were more enticing than those known in present days; an advertisement in 1831 says that room with furniture and with board may be had for two dollars a week, and that cheaper rate may be found further from the city. Whether the householders considered it a privilege to have the students in the family circle is not stated. That it was considered good for the students to be thus disposed was the opinion of some who spoke frequently about it—whether from observation or imagination does not appear. One such gracious critic, after attending semi-annual examinations, wrote, April 9, 1831, approving of the stay of students in respectable, private families: "The absence of that asperity and roughness of manner which is too often consequent upon a large number of young men being immured in the same building and living in commons forced upon us the conviction that their manners as well as their minds were not left without improvement." If those in authority spoke this way perhaps they were making a virtue of necessity; they may not have been quite so sure after all that they did not wish the common housing which was supposed to make some other colleges less polite institutions than Rutgers. At this very time, June 1830, in the General Synod of the church a committee was appointed to examine a building in New Brunswick, at that time for sale, with view to possible purchase for a boarding house "to be kept in commons" for the college; it was a house with one acre of land west of the college and considered a good investment. The trustees in 1832 consid-

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ered the purchase of a property for this purpose at expense of \$2,400.; and, April 7, 1835, a committee was appointed by the trustees to consider the expediency of erecting a new college edifice to accommodate students with lodging; the committee was to confer with the faculty about it. In 1836 the question was taken up of leasing land near the college building from the General Synod for the purpose of erecting a building for the accommodation of the theological students. Nothing came of all this, however. Dormitory and dining hall were yet years away. Optimism as to the lack of them, however, still continued. In 1843 a report of the president of that time remarks upon the policy of putting students in families of the town as unusual among American colleges and commends it for its results; the students feel themselves members of general society, and there is a freedom from wrong tendencies which spring up, rather, when they are crowded together. Such view of college best custom is not unknown even now, eighty years after. The fact remains, however, that the college of that earlier time was not entirely without its student misdemeanors, whether breach of college discipline alone or offense against general good order.

Of athletics, Professor Coakley says that there was nothing save a certain sort of ball play; the special field for that, it is said, was the Richmond meadow, about where Richmond Street now is. Walking was the usual exercise. Professors as well as students made much of it. There was some horseback riding and some use of the sailboat. Swimming in its season and skating in its season were common sport. Literary and other extra-curriculum activities tended at once to multiply. The organization germ was at work, and working well. Peitho and Philo were of course always much alive. A Philosophical Society was formed in 1833; a Tem-

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perance Society had been formed in 1829; a Bible Society had been formed in 1829. The first continued for a time and, as the years went on, had its natural successors. The Bible Society continued for many years, even into recent time maintaining at least as the channel of collections for the national society. It represented at that time the common religious sentiment of the students, no doubt. There must have been a very prevailing religious quality in the whole institution, but not sectarian. Very frank comment at the very beginning of the new era is significant. With authority it was said in 1827: "The institution, moreover, is not sectarian, nor is it intended to be such"; and another statement with authority, September 18, 1830, says: "without entering into the spirit of sectarianism, or at any time or in any wise appealing to them [the students] for religious education, care is taken to give them such knowledge and views of the inspired volume as is calculated to beget in them a private respect for the Bible"; and in 1833 comment is made on a fear expressed in 1825 that some cry of sectarianism would retard the college, a fear which had proved without foundation, even all such voice having died away; and well it might, with the strong Presbyterian and Episcopalian elements joined as they were with the Dutch Reformed in governing board and teaching staff.

An unusual voice, a student voice, comes from the early thirties in letters, 1829 to 1833, found and published not long ago, of Edward Ruggles Landon, a Yale undergraduate. In 1830 some of his friends at Yale had withdrawn and gone elsewhere, encouraged, to use no stronger word, by the college authorities. One who came to Rutgers wrote Landon, November 28, 1830: "My situation here, in many particulars, is agreeable, my boarding house is pleasant, and its oc-

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cupants kind. The faculty of the college appear quite competent to instruct, and treat the students with kindness and respect, acting toward us more like associates than masters, and manifesting no haughty authority. You cannot easily imagine the difference between this faculty and that of Yale. These here converse with us as fellow students and endeavor to govern us with as much mildness and affection as possible"; he says that twelve of the "rebels" are at Rutgers. The respect shown him by the faculty plainly soothed his spirit after the disrespect shown him at Yale. The question might be which faculty was wise in its generation. Whether the faculty at Yale had fainter praise than that at Rutgers, "quite competent to instruct," or deserved it, does not appear. Occasional critics of the times, however, always had far from faint praise for all concerned, faculty and students, at Rutgers; one, December 22, 1832, writing that he is neither a trustee nor a professor but simply a resident in the city, says: "For erudition, elevation of character, exemplary discharge of that office, I believe that the Faculty of Rutgers College is not surpassed by the Faculty of any College in the country. In all my intercourse with the inhabitants of this city, I have uniformly heard the behavior of the students spoken of as correct and gentlemanly."

Commencements continued to be, usually, occasions of great spirit and popular interest. An exception was that of 1832, a year of great cholera scourge. At the request of the mayor of the city and of an advising physician, the students also not being behindhand in request, the college term was shortened and the students dismissed, and Commencement was postponed until September; by that time the cholera had almost entirely disappeared and the degrees were publicly conferred. Graduates were going forth whose names were to

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become great as the years went on. The first two names in the class of 1831 are those of John Romeyn Brodhead, the historian, and George William Brown, the great Civil War mayor of Baltimore. In the class of 1833, midway in the list, is Robert H. Pruyn, United States minister to Japan. Lawyers, legislators, judges, mayors of cities abound; and ministers of course; in the class of 1834 are Talbot W. Chambers, the great Biblical scholar, and John F. Mesick, who lived until 1915, to the age of 102, for some time before his death the oldest living graduate of any college or university in the country. The Commencement of 1836 is especially notable for the number in so small a class who became in later life of public distinction, among them: Joseph P. Bradley, justice of the Supreme Court of the United States; George W. Coakley, scholar, and professor of mathematics; Frederick T. Frelinghuysen, secretary of state and senator of the United States; William A. Newell, member of Congress, and governor of New Jersey and of the State of Washington; Cortlandt Parker, president of the American Bar Association; and Henry Waldron, member of Congress. The Commencement of 1837 had its own distinction in its pervasive religious feeling, born of the great revival in the city and in the college in the spring of that year. Among events of signal importance and consequence in the history of Rutgers, the revival of 1837 holds high place. It began in the Baptist Church, which stood just east of the college, at services held and sermons preached by two students, Messrs. Ketchum and Raymond, who came from the Baptist Theological School at Hamilton, New York, now part of Colgate University; Mr. Raymond later became president of Vassar College. The feeling stirred, the fervor of the movement there begun, spread to the other churches of the city, and to

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the students attending the enlivened services anywhere. A deep religious spirit pervaded both college and seminary. The great majority of students yielded more or less, most of them largely, to the heart-searching messages of those days. College work went on steadily, even better than before; but constant meetings for conference and devotion were held by students and professors, and a student who shared them said, long years after, that they could never be forgotten. More men than in years before were to go into the ministry. In 1845 there were forty-five men in the seminary, and thirty-five of them were graduates of Rutgers. Two students, fruits of the revival, were to become twenty-five years later colleagues as professors in the theological seminary. At Commencement the air was still surcharged with the rich experience. There was the usual "immense" crowd. All felt the extraordinary spirit of the time. There was a quiet, a solemnity, and yet an emotion that made the occasion unique. Of the twenty-one graduates that year, twelve entered the ministry. The long, fine service they gave their day and generation tells the enduring power of some revivals at least.

While a stone of remembrance is set up at that place of the stirring of the wind that blows one knows not whence or whither, the time of the great wind of the outer world must not go unmentioned. The tornado of 1835 was an event that the city and the college of that day could never forget. A sophomore of the time who roomed in the house of that time on the northeast corner of George and Church Streets tells his personal experience, how, at half past five in the afternoon, June 19, he had just reached the house from college prayers when he heard the cry of fire; he turned and ran up the street, finding the fire engine already on its way; but there was no fire; it was the wind; and everyone was running

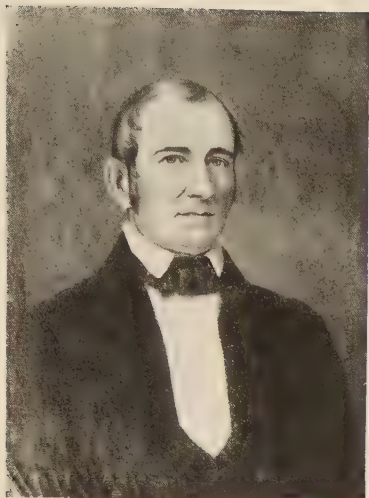
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for place of safety; he ran back, reached the house and, within, and with others, threw his weight against the door; in a few moments all was quiet, and they went out to see what had happened; and near by was the narrow path of ruin that the wind had cut through the city. It had been a huge black funnel-shaped cloud, whirling round, and traveling with lightning speed. It struck the earth first between Middlebush and New Brunswick, destroying and unroofing buildings there; it entered the city about where now New, Bayard, Paterson, and French Streets draw together; from there diagonally through the city it swept to the river; thence on to Piscataway where the church with much of the village was destroyed. It was all over in a few minutes. In the city trees were uprooted, and houses were destroyed or unroofed. Among the houses greatly damaged was that of Professor McClelland on Bayard Street above George Street, that of Professor Janeway on Livingston Avenue, that of Mr. Kirkpatrick, in recent time Professor Hart's, nearby, that opposite, lately occupied by Professor Scott, and that of Dr. Croes on George Street; also the old college hall on Schureman Street. Among the buildings totally destroyed were the Methodist Church on Liberty Street and a number nearer the river. Only three persons were killed, one a boy crushed by the fall of a building which stood just about where the old college hall had stood, now Monument Square. It was all a rare excitement for the students of course; and they had the scientific story of it from Professor Strong when they came to the class room next time.

Other incidents which must have commanded great interest in the city, the great interest of all professors and students, were the opening of the Delaware and Raritan Canal and of the railroad, the one close to the college on the

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east and the other close to the college on the south. The splendid water way between the Delaware River and the Raritan River had its terminus on the Raritan at New Brunswick. Deep and broad it carried large craft as well as small and, carrying commerce between New York and Philadelphia, north and south, came to make the Raritan one of the first half-dozen rivers in the United States in amount of traffic. It was built on the town side of the river, setting itself between the river and the college; and it made the head of river navigation at its entrance lock, the "steamboat dock," at the end of Burnet Street. It was completed in June 1834. The railroad was ready for traffic about three years later. The first railroad in New Jersey was from Amboy to Camden; this road built a branch from Trenton to New Brunswick. Another company, the New Jersey Railroad, secured a charter for a road from Jersey City to New Brunswick and built the road. New Brunswick was the junction, then, of the Camden and Amboy branch and the New Jersey road; and the Raritan lay between. For a year or two stages carried the passengers from one train to the other by way of the bridge at Albany Street. Then the great wooden bridge was ready for rail traffic on top, and as well for horse and carriage travel below, a great wooden tube which many now living well remember. The first train ran over the bridge, October 28, 1837; and the first train ran through from New York to Philadelphia January 1, 1839. There was but a single track until the civil war. As early as 1854 the carriage traffic within the bridge was given up. In 1869 the Pennsylvania Railroad leased the United Railroads of New Jersey; later it acquired also the canal. The bridge was burned in a great spectacular fire well remembered, March 9, 1878; an iron bridge replaced it; a second



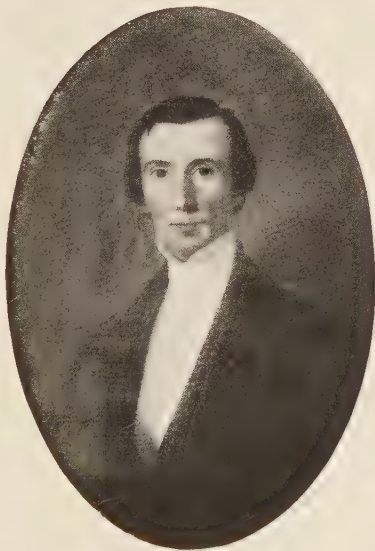
Alexander McClelland



Lewis C. Beck



Jacob F. Janeway



John D. Ogilby

THE
JOHN CRERAR
LIBRARY

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iron bridge replaced that; and the present stone bridge was built in 1902-03. It may well be imagined how the students entered into the zest of the new and wonderful enterprise; and the friends of the college realized that it was set in a conspicuous place and must show itself aright; "our institution," they said in a report, 1845, "is brought to the border of one of the greatest thoroughfares in our country; our appearance, grounds and buildings must be attractive."

At this early time of the revived college a movement which was to have great importance as years went on, and which at the moment was of great significance, was begun. The Alumni Association of Rutgers College was formed in 1832. Although only five classes had been graduated since the new start, and although prior to that none had been graduated for ten years, and although before that the classes had been small, there were men enough and there was spirit enough to call the graduates into union on a foundation which endures until today, ninety years after. An alumni oration was made at once a part of the annual program and that custom continued until very recent years. The oration at the first anniversary, 1833, was given by James R. Christie, Esq., lawyer, graduate of 1828, who set forth the objects of the association, the motives of those entering into it and the active lines to be followed by it. An immediate item of greatest significance is that, as early as the next year, 1834, the association entered into discussion of the fundamental and far-reaching problems of education and undertook to ascertain facts which might serve the cause not only of Rutgers but as well of general education. Their proposals of inquiry are so forward-looking, they so anticipate the questions of the modern educational world, that they deserve recital as a witness of what sort of men the col-

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lege was turning out, what sort of man the young college graduate of that day was, what genuine service the Alumni Association of Rutgers contemplated at the very start. The men discussing these matters and devising these efforts were chiefly men who had been graduated only during those preceding seven years: John Forsyth, 1829, Robert Adrain, 1827, James R. Christie, 1828, Abraham Polhemus, 1831, Edward Patterson, 1832, Augustus F. Taylor, 1829, Jacob Ennis, 1831, Rush Van Dyke, 1830, William Reiley, 1833, William Bloomfield, 1828, Horatio G. Prall, 1828, Albert Wells, 1831, Alexander M. Mann, 1827, Ransford Wells, 1827, John Rutherford, 1829, George A. Vroom, 1830, Garret C. Schanck, 1828, Edward Y. Rogers, 1830. There were three young men, Polhemus, Forsyth, and Van Dyke in the lead, who proposed and who composed committees for the following purposes: one "to inquire into the expediency and practicability of forming from the several associations of Alumni of Colleges in the United States, a general association for the more equal diffusion of knowledge, and for raising the standard of public instruction throughout the Union"; another, "whose especial duty it shall be to confer with the Faculty of our own College on all subjects connected with the common interest of the Society and College, and also to inquire and report on all matters connected with the state of education in other Colleges and Universities"; another, "to whom shall be referred all subjects relating to public instruction . . . to prepare and submit annually a report containing a statement of the condition of Common Schools in the several states of the Union, plans for raising the standard of education in common schools and for the better organization of the same . . . to include in their annual report a statement of the standard of educa-

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tion in common schools in the several states of the Union, in the German Principalities . . . and the Kingdoms of France, Russia, Sweden, and England, the population of each state, the number of children below the age of eighteen years in each state or country and the number taught in common schools, and any and what means are used to secure or enforce their general attendance at the schools, the sum expended in support of common schools, and how the same is raised, the mode in which and upon what conditions the same is apportioned, the mode of instruction, the number of teachers, their pay and qualifications of appointing them, and the comparative merit of the different systems of public instruction established in the several countries to which their inquiries are hereby directed"; another, "to inquire into and report the present condition of public instruction in this state to devise measures for its extension . . . to present to the Legislature of the State of New Jersey a memorial setting forth such plans for the improvement of common school education as shall be adopted by the association." It was an ambitious program; it probably was in very small degree carried out; but it was a fine gesture of educational intelligence and zeal; as time went on one or another of these men played his part in the forwarding of American education even if the association as a whole did not do much. The committee on education in New Jersey the next year, 1835, were compelled to report that they found it impracticable to collect the information desired, that "the public documents of the state afford no certain intelligence in regard to the number and condition of schools, the system of education pursued in them, and their pecuniary resources. No schools purely public have been established. . . . The matter of common school instruction received the considera-

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tion of the State Legislature at its late session, and although strenuous efforts were made to effect some reform in the system, it was discovered to be impracticable from the state of public feeling on the subject, the condition of the public treasury, and the limited amount of funds provided for the purpose."

Interested in the whole problem of education, the Association of the Alumni did not fail to give its attention at once also to the special financial needs of the college itself. In 1834 it was resolved to raise if possible \$5,000. toward the endowment of the professorship of chemistry and natural philosophy. The effort had no very great success apparently, but the will to help did not fail, possible financial help was constantly discussed, and substantial result was achieved in helping to accomplish the erection of the next college building a few years later.

It is not without significance that even at so early date as this the idea of state support for an institution of higher learning, for college or colleges in New Jersey, was set forth and had its very outspoken advocates. Mr. Christie, in his alumni oration of 1833, the very first in the long series, spoke with disfavor of the Legislature spending for inferior things while measures for the advancement of knowledge too often met only disregard. An address at Princeton at about the same time by Charles Fenton Mercer, published by the Clio and Whig Societies, without reservation challenged the Legislature: "Legislators of New Jersey, in the name of the alumni of Nassau Hall, I appeal to you in behalf of their Alma Mater. . . . Every other state has begun the adopting of its literary institutions. . . . Nassau Hall has been long a college. We ask you to extend its classic grant, to multiply its professorships and make it a university." Some years

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later, January 15, 1846, the Reverend Dr. George W. Doane, in an address before the New Jersey Historical Society, rebuked the tardiness of New Jersey in matters of public education: "I blush to say that in the cause of education New Jersey does itself no justice. She is not careful of her children. Of the two learned institutions [Princeton and Rutgers] of the State I speak with unfeigned respect. They have done noble service for the country. No prouder names in arts or arms, in science or in letters, in the halls of government or in the sanctuaries of religion adorn the annals of America than those they have sent forth from their venerable halls, and they are now discharging their high vocation with an ability and fidelity and a success which set them in the first rank of the institutions of our land; but what share has the state in all this honor? What has the State done? What is the State now doing to encourage and assist them in their work? New Jersey as a State does nothing for the arts, does nothing for science, does nothing for letters. . . . Her colleges should be supplied with all appliances, and means to boot, to carry out the work to its most comprehensive range and up to its most lofty elevation." Whatever appeal of such sort there was, there was no support of higher education by the state until the formal acceptance in 1864 of the United States land grant of 1862 and assignment of it to Rutgers; and no appropriations of its own for such education until the scholarship act of 1890, nearly fifty years after Bishop Doane's address. The federal support of the higher education incorporated in the act of 1862, and added to Rutgers' foundation two years later, had its quite exact forecast as early as 1836; at that time there was a movement started by certain institutions to secure grant of public lands, and application was made to Congress; and a com-

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mittee was appointed in that year by the trustees of Rutgers College to take up the matter and secure for Rutgers, if possible, a part in any such benefit which might be created.

Meanwhile efforts for increase of the college's endowment from private sources was continuing. The endowment of the third professorship in the seminary, which served the college also, was completed, a full amount of \$34,000. being reported in 1835. The trustees joined with the alumni, who had proposed a \$5,000. effort, to raise \$20,000. for the chemistry and natural history chair. At the end of the decade measures were under way to endow the office of president. The library was constantly before the minds of those who needed it and friends who knew the necessity of it. At the college revival, in 1825, it had risen to the dignity of some organization, and a seminary student was made librarian; it was open from 8.30 to 9 o'clock on Saturday morning! In 1830 report was made of gift of books from the library of Dr. John Clark and from Mr. James Bogert, Jr., of New York, and of money from Dr. Richie of Scotland to purchase theological books. After Dr. DeWitt's death arrangements were made to purchase his library. It was appraised at \$2,104.59, not including two hundred Dutch books; and the amount was raised by subscription. Dr. McClelland gave special attention to the library and in 1836 was thanked by the trustees for his labor in putting the books in order and in establishing more system in the administration of them. It was a library chiefly adapted to the theological students, no doubt. As late as 1845 the number of books was reported to be only 5,000, some of them rare and valuable. The libraries of the literary societies were in some degree aiding to meet the needs of the college students.

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While college and seminary were having such vigorous life, such especially strong teaching strength and good degree of strength in numbers, there was, nevertheless, virtually through the entire decade an undercurrent of questioning as to the wisdom of the combined work; an undercurrent which constantly came to the surface in somewhat partisan debates and in the periodical of the church. The difference of opinion regarding it and the definite hostility of many to it no doubt did serve in some degree to retard progress; a lack of progress, sometimes complained of by critics, surely was not due so much to any fault in the situation itself as it was to the disturbing attitude of those who argued that the union was prejudicial. It was fortunate that, under the circumstances, the prestige and efficiency of the institutions were so little affected. In reality no formal change resulted during the decade or for many years after, save for the divorcing of the office of president from the chair of theology which came at the end of the decade through cause not wholly that of traditional objection. The objection to the arrangement maintaining under the Covenant of 1825 arose not from the college side, objecting to the theological, but from the church side, objecting to the literary. Nor was the objection that of the church as a whole. The controversy, if it might be called such, was more within the church than between the church and the trustees, the seminary and the college. The college, its board of trustees, was quite agreeable to the existing union; but, more than that, there were quite as many or more in the annual sessions of the synod of the church who approved of it rather than disapproved. The real practical question at bottom chiefly was the wisdom and fairness to the seminary of the very considerable service given by the theological professors to the college classes.

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The main point in some minds was that a president who was occupied with a theological professorship could not serve the college as he ought; but that was the less urged objection. It was considered by many that the strength of the seminary, its proper growth, was impaired or impeded by the college draft on the time and powers of its professors. Dr. Milledoler and Dr. Cannon do not appear to have taken this view, in any open way at least; but Dr. McClelland, not for the seminary's sake perhaps, certainly from the standpoint of the demands directly resting upon him, not only spoke with freedom about it but acted accordingly. In 1838 he went so far as to definitely decline to do any more work in the college; the trustees took him to task and he defended himself; but he soon consented to take up the work again, with the clear understanding that he did it as a favor and not because there was any real claim upon him. He was warm hearted, one may imagine, but a little fiery; and he was independent enough too; he had his flaunt with the trustees not only, but one as well with the church; he was under suspicion, earlier, of being a heretic; a sermon of his on spiritual regeneration was called to the attention of the General Synod; full copy of it was requested and Dr. McClelland personally appeared before the body to make explanation; no one can imagine that he changed what he had said and all may imagine that it was found not seriously at fault; in any case there was no further action.

In 1833 the question of the existing union came before both official bodies. There were some critics of it who went so far as to propose a removing of the seminary to New York or even to Schenectady. The general and detailed argument, alleging the unwiseness of the union, was met by careful and manifold reasons in its behalf. The college had

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received advantage through the use of a building it had been unable to hold as its own, it was substantially served by the seminary professors, and it was dependent for much good circumstance on the seminary foundation. The seminary, on the other hand, had a fine building at hardly more than nominal cost, had the benefit of free academic tuition for students expecting to pass on to the study of theology, could look to the college for a constant supply of candidates for the ministry, was substantially served by the college professor of languages, and had the income of the professorial fund which was inseparably tied up with the college foundation. More than that, it was held that the union could not be dissolved in good faith by either party. Great disaster was predicted if the union were dissolved; the immediate downfall of the college and great embarrassment to the seminary. The question had been very flatly put forth by the General Synod of 1832: "Resolved that a committee be appointed to inquire whether the connection existing between the Theological Seminary and Rutgers College be in its present form beneficial to the main object proposed by the endowment of said Seminary and to confer on the necessity of a change and, if it be necessary, on the practicability and form of its modification or the expediency of its entire abolition." That committee brought in two reports, dividing equally in their judgment on the matter. The vote of the entire body, after long debate, recording or deciding settlement in favor of no change, was also very close, 32 to 28. In the same year the trustees appointed a committee to be ready to meet any committee from the synod and discuss the situation; Dr. Milledoler, Dr. Cannon, Dr. Janeway, Charles Smith, M.D., and Mr. J. R. Hardenbergh were appointed. This conference committee reported in 1833,

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sustaining the union. The situation was rather tense, however, and was spoken of quite freely and frequently as a crisis. In 1836 the matter came to an issue again in the form of several questions, whether beneficiaries of the church should be allowed to study elsewhere than at Rutgers College, whether the professors were not too much aloof from the churches, whether the theological professors should not be fully freed from work in the college. Again in 1837 the synod approved of the existing arrangement; and in 1838 they asked that collections be taken in the churches for the college and referred to the Covenant of 1825 as imposing some obligations upon them in this regard. Yet again in 1839 the proposal of alteration in the covenant became very definite; there were conference committees; there was agreement on some points in a proposed new arrangement, and failure to agree on other points. The committee of the trustees felt that they were not quite cordially treated by the synod; the synod felt that the faculty in some way were responsible for small result of the alumni financial effort. There was a never subsiding group who wanted a change, perhaps a complete change; and there was the group always holding that radical change was forbidden by all equity in the case, much of even recent subscription gift to the institution being on the basis of the union. The question of the re-conveyance of the property was matter of no little discussion and of no little moment. The gist of the new plan proposed was: that the respective rights in the building have new understanding; that the president of the college be no longer professor of theology; that the theological professors be no longer in the college faculty although they might help a little with the work, teaching moral philosophy, mental philosophy, and some of the classics; that the college faculty

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include the president, a professor of languages, a professor of mathematics, a professor of natural philosophy. After all, the proposals did not seem very radical and something did work out at once as part of a process which before many years was to very gradually and naturally bring about quite full readjustment agreeable to all. The men in the discussion were friends and co-workers in the field of their life-long interest and both institutions were to continue to command the affection and support of the great body of those who had any traditional relation with them. In 1839 it was agreed that the president of the college should no longer be professor of theology; that the trustees should have the use of the library and chapel and recitation rooms; and that the synod would not sell or lease the building or any part of it without the consent of the trustees. The alterations of agreement were such that, following upon the Covenants of 1807 and 1825, this was called the Covenant of 1839. In 1840 there was further action, virtually a fourth covenant, confirming what had been done, encouraging service still by theological professors in the college, and especially including this action by the General Synod: "To the said Board [Trustees] the synod refers its [the college's] whole administration, embracing the appointment of professors and instructors, providing and disbursing funds of the College, and controlling and directing its concerns generally, and that the synod repeals on its part all former action on this subject which may or can interfere with the tenor of this resolution." This, against the background of long and sharp discussion, seems an excellent re-statement of a wise co-working. In point of fact, however, it meant little difference in actual administration. Only later did its full implications come well to the front.

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It was impossible, of course, that the discussion of the time be without large meaning for President Milledoler. His office was more or less in question, and the debate about it was not all apart from personal attitude toward him. Perhaps his duties in theology did forbid adequate attention to the office of president; on the other hand there was some criticism of his work in theology. At this moment, 1839, when there were forty-five men in the seminary, thirty-five of whom were graduates of the college, there were in the college only sixty-nine men, twenty less than four years before. His administration had undoubtedly been a success, but an impression somewhat prevailed that the impetus of the 1825 start had carried along until about 1835 and that since then full vigor had been lacking. For the work the college had done not only, but as well for the work it was still doing, and for the spirit displayed at this juncture, Dr. Milledoler commands highest respect and admiration. He was now entirely ready to resign from the office of president, as Dr. Livingston had been in his time of proposed college readjustment, and he wrote, July 2, 1839, an admirable letter to the trustees:

“Gentlemen: Nearly fourteen years have elapsed since I had the honor of an appointment by you to the Presidency of Rutgers College. During that time, under the pressure of many and diversified occupations and in external difficulties which I had no right to anticipate, I have endeavored faithfully to perform the duties committed to my trust. These duties, as is well known, were acquired and assumed on the basis of a solemn covenant between the General Synod and this Board of Trustees and arose, so far as the undersigned is concerned, from a deficiency of funds to support an Executive Officer, exclusively devoted to his work.

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“Having learned from the late action of synod, their desire to separate the Officers of the two institutions, that there is a prospect by so doing of acquiring new and large resources to accomplish it, and being, moreover, desirous of devoting my whole time to Theological duties and pursuits, I do hereby resign the Presidency of the College, with a request that I may be relieved from all other duties and offices therewith connected, which have heretofore been performed by me in the Literary Institution.—With thanks to Almighty God for the health and strength bestowed upon me in this service, to this Board of Trustees, for the kind and uniform support I have experienced at their hands, and with prayer for the future prosperity of the Institution, I remain, Gentlemen, with profound respect,

Your friend and sert

Philip Milledoler.”

The trustees acknowledged the communication with expression of their deep indebtedness to him for his service to the college and with assurance that they would accept his resignation as soon as they found themselves in position to secure a successor who would relieve him from the duties of the literary department for exclusive attention to duties in the theological department; and they requested him to continue for the present in the exercise of the duties of president. He consented; he was still serving and declared still president in the fall; he served through the college year. When a year had passed, he insisted that his resignation must take effect; the trustees acceded; and it took effect July 16, 1840. Resolutions were adopted in recognition of his long service, fifteen years, of his devoted and successful conduct of the college during that time. He continued as professor of theology, but not for very long; the students com-

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plained that he confined himself too closely to the text book, *Marckii Medulla* it appears, the same book that the president and professor was expected to lecture on when the college sought a man from Amsterdam and Utrecht in 1773; and he resigned his professorship a year later, September 9, 1841. In 1841, therefore, he returned to New York City to make his home there with his son-in-law and daughter, Mr. and Mrs. James W. Beekman. For eleven years he led a retired life, interested in all the life of the home and of the church and of the city. His death occurred September 22, 1852, and Mrs. Milledoler's death occurred the next day. One funeral service for both was held at the North Church, Dutch Reformed, with great manifesting of the deep regard for them both so widely felt. A water color, made with the best of artistic skill, showing the interior of the church, the assembled congregation, the bearers and officers of the church with their mourning scarfs, and, in the pulpit, Drs. Knox, Vermilye, DeWitt, and Chambers with their gowns and scarfs, and with the two caskets before the pulpit, a quite unusual and valuable picture, is in the possession of the college.

THE
JOHN CRERAR
LIBRARY



A. Bruyn Hasbrouck

CHAPTER X

THE TIME OF PRESIDENT HASBROUCK

IN looking to the appointment of a successor to Dr. Milledoler as president of the college, the trustees undertook to appoint some one agreeable to the General Synod and proposed to that body that it should raise the salary for the office. The synod were gratified at the choice the trustees made and pledged themselves to raise the salary, \$2,500. a year, and approved a permanent arrangement that the salary so raised should always be used for the president so long as the trustees submitted their choice to the synod for approval by its two-thirds vote. The man chosen, July 16, 1839, immediately after the presenting of Dr. Milledoler's resignation, was the Reverend Dr. John Ludlow. Thought had turned promptly toward the man who had been graduated from the theological seminary about twenty years before, who had at once given six years of splendid service in professorship and in the effort for funds, who since that time had gone on into still more distinguished place, and who all the time had kept up his forceful influence in the church and in the institutions' behalf. After his leaving New Brunswick he had been, 1823 to 1834, minister at Albany. Since 1834 he had been provost of the University of Pennsylvania. At the ballot in the meeting of the board, when Dr. Ludlow received a majority of the votes, one vote was cast for Dr. Janeway, several votes were cast for the Reverend Dr. Thomas E. Vermilye of New York City, and two votes were cast for the Honorable A. Bruyn Hasbrouck of Kingston, New York. Dr. Ludlow was apparently willing to change

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from his presiding over the university in Philadelphia to the presiding over Rutgers but he was not sure about the salary; he thought it wise to await report on that. He wrote quite frankly, delaying decision until the synod should have raised the fund. The synod's effort did not have prompt or complete success; their committee reported that \$6,000. had been raised, but that financial conditions in the country were not favorable, that there was adverse disposition in some quarters, and that delay was necessary in pressing the work. Aware, apparently, that Dr. Ludlow was not available under the circumstances, the trustees, July 14, 1840, rescinded the resolution appointing him, "the funds contemplated for his support not having been realized," and proceeded to make another choice. Thirteen members of the board were present; the Reverend Dr. Jacob J. Janeway, lately professor and vice-president, received ten votes; and the vote was made unanimous. Dr. Janeway was still a trustee and he was probably present at the meeting; in any case before the trustees adjourned they had his word that he was unwilling to accept the office.

Thereupon, August 19, 1840, the Honorable A. Bruyn Hasbrouck was elected president of Rutgers College. For the first time a layman came to the office. This was a distinct departure not only from established precedent at Rutgers but from custom prevailing at all the colleges of the country. Clergymen almost without exception were chosen to preside over them. At Rutgers, however, it was in one respect a return to the precedent established in the election and service of the first president, Dr. Hardenbergh, the choice of a president apart from professorship of theology, a precedent departed from in the election and service of Dr. Livingston and Dr. Milledoler. It was a very definite affirming of the policy

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that the church have nothing to do with the filling of the executive office of the college, the original policy of Queen's, since President Hasbrouck's time never departed from. The choice made was very agreeable to all, whether in college or seminary, whether the churches or people in general, and it was highly applauded in all comment upon it. Dr. Hasbrouck accepted the appointment and was inaugurated very promptly, September 15, 1840. He was born in Kingston, November 29, 1791, and was graduated with high honors from Yale College in 1810. He studied law at Litchfield, Connecticut, where was the law school considered at that time the best in the country, and he returned to his home city to practice his profession. He was very successful as a lawyer, he was an elder in the Dutch Reformed Church, a man of great ability and noble character, a citizen of first rank and broad experience. He became a member of Congress in 1825 and formed wide and distinguished acquaintance. He was a scholar by taste and habit, versed in the classics and belles lettres, and a gentleman of rare social quality. By attainments, experience, character, and Christian devotion he was admirably adapted to the office to which he was called; and it was a happy circumstance that by birth and residence he so fully represented the people whose interest and sacrifice had been built into the foundation and life of the old college. His inaugural address was notable for its intellectual vigor and for the singular excellence of its style; and he started his work with fine promise.

The time of President Hasbrouck was an era of unusual social activity and prestige. Mrs. Hasbrouck contributed much to this. She, like her husband, was in the prime of life; and she gave herself with all her grace of life to serve the welfare of the students and make the college a social

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centre for the city. Thirty years after, at her decease, some one said of her: "Distinguished for the beauty of her person, of great natural dignity and grace of bearing, highly cultured and accomplished, possessed of no ordinary felicity and persuasive flow and force of language, quick to comprehend the objects worthy of her love and labor. . . Mrs. Hasbrouck converted the mansion of the President into a home for all attending Rutgers. . . . All remember her with chivalrous respect and abiding gratitude." There was no president's house, however, when the new president came. A house for him was the first problem to be taken up. Dr. Livingston had owned and occupied his own house, on Livingston Avenue. Dr. Milledoler had lived in the east residence of the college building; continuance of this arrangement was not to be thought of. A president's house should be, it was thought, on the college campus; the college did not own the land; but it could be readily secured, by lease if not by conveyance. The General Synod leased to the trustees a lot 75 x 100 feet east of the college building for a term of twenty-one years; and the plan was promptly set forward. The location had been discussed as early as November 24, 1840, and plan of the house was discussed March 18, 1841; it was to cost not more than \$5,210.; the work was soon begun and was in due time completed. It appears that the contractor lost money on it but the trustees did not feel that he had any claim upon them to make the loss good and declined, in 1843, to do so. The house was a dignified, spacious dwelling and was occupied as a president's house for about fifty years, by four presidents, passing to other use toward the end of the century and becoming most recently the Alumni and Faculty Club House.

In the new house, especially at Commencement times,

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there was much festivity, the "levees" given by President and Mrs. Hasbrouck being famed for the assembly of the intellectual and the aristocratic as well as the festive of those days. The accounts of the Commencements abound in interest, giving the atmosphere and many an interesting episode. In 1842, "the fair portion of the audience manifested much interest in the colloquy on matrimony which was conducted with a spirit and gallantry suited to the occasion." In 1845, "never perhaps, in the history of Commencement here, has there been a greater multitude"; at the levee in the evening, "youth, beauty and learning were all represented"; on this day it was that young Samuel Fitz Randolph, at the age of sixteen, graduating with first honor, "delighted the audience with his eloquence," only to pass away five weeks later, over whose grave in the yard of the old Tennent Church on Monmouth battlefield may be read to this day the words, "'Twas his own genius gave the fatal blow, and help'd to plant the wound that laid him low." In 1847 George H. Sharpe, graduating with first honor, distinguished himself greatly by his grace and the polish of his Latin; he was to marry the daughter of President Hasbrouck; and he was to become major general in the Civil War, and to be on the staff of General Grant. In 1849, "the President's lady did not hold her customary levee this evening, owing to the fear of the prevailing epidemic." In 1850, at an early hour the streets were in unusual activity and stir; strangers coming from the railroad station; wagons and carriages, vehicles of every kind, bearing in the visitors from the country; every line of travel crowded with immense numbers. The great numbers attending and the abounding interest shown, so pleasantly aware of much genius on the platform and much elegance at evening time, were not with-

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out some undue exuberance also, not so happy to relate. The Junior Exhibition, which had been a Commencement week event ever since the literary societies were started fifteen or twenty years before, became scene of not quite academic flavor. No doubt at that time, as was yet the case forty years later, the occasion was decidedly social as well as literary. Whatever confusion there was in those good old times came to be described on one occasion or another as a riot; and the result was the abolishing of that college function from 1844 until 1847; there was a petition for its renewed allowing, and the appointment of 1847 was made for that year only to try out the decorum of all concerned; all went well apparently, and the appointment continued annually thereafter with much zest, social still as well as literary.

The students, many of them at least, had a genuine literary bent and they made much of the associations which literary effort and the literary societies afforded them. In 1842 they made the first essay of Rutgers students into the field of student publications. The publications of today had their forerunner eighty years ago. It lasted only a year, but it was finely conceived and deserved a longer life. It was called the Rutgers Literary Miscellany and twelve numbers were issued, January to December. It was quite wholly the work of one man, Benjamin F. Romaine, class of 1842, who in the fall of that year went on into the seminary. In his "Finale" he said that it had been a well-enjoyed work but that it lacked adequate backing for continuance; that it had been favored with able and generous literary contributions from outside sources; that a considerable expense had been involved; and that an association, rather than one man, was necessary to maintain such an enterprise; and there was no

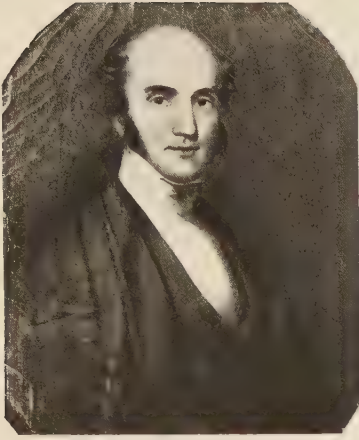
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association formed. Some echoes of the student friendship of the time and student estimate of things as they were come to us in the interesting reminiscences of Eugene A. Hoffman, class of 1847, who later became dean of the General Theological Seminary in New York, published in 1907. His classmate, Charles E. Whitehead, who later became president of the New York, Pennsylvania, and Rock Island Railroad, wrote him in vacation time as to return after vacation, "till which time may we increase in health and strength, in mind and body, and wax valiant for conquest and honor in the literary campaign of 1846 and ever after then remain in the same bonds of fellowship and love which have heretofore united us and now fast hold us, namely the bonds of the Philoclean Society." Hoffman, when he had graduated, attended Commencement at Yale, and then at Harvard, and says of Harvard, "Everything done in better order than at Yale but not as well as at old Rutgers." He then studied at Harvard, and he says that he "can compete with the first scholars, but in themes I fall far below them, and the reason is that I have never been used to writing, having written only two themes and one forensic at Rutgers College." In passing it may not be amiss to intrude a word from Hoffman's father in New Brunswick, written to him in 1848 when he had gone away—a word of the beginning of new things in the land beyond the college: "I have heard that Bishop [David] has purchased ten acres of land on the common back of the college. He intends building on the highest ground, where the old fort was, and improving the ground. If he does so, it will quite alter the appearance of the old hill." He did build and the old hill was much altered; revolutionary relics were turned up when the cellar was dug; the house still (1923) stands where professors' homes have come to be

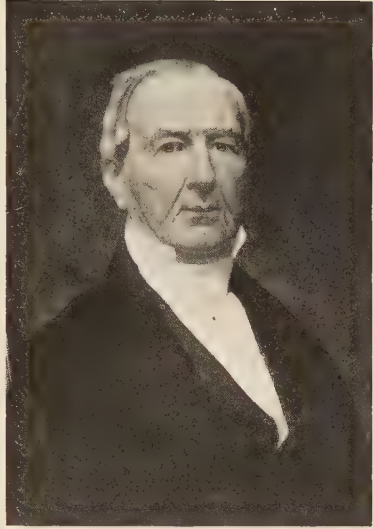
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beside it, the theological seminary between it and the college.

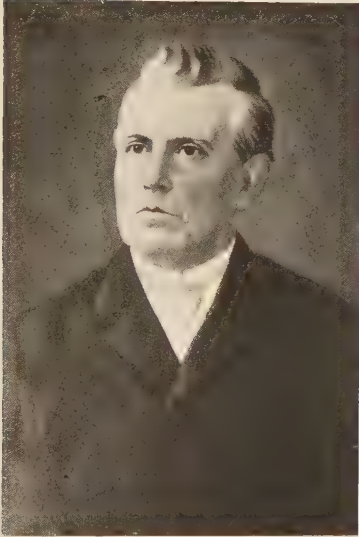
Into the student life, alongside the literary societies, the Greek letter fraternity came at this time to take its place, an incident not so important in itself, perhaps, but commanding much attention at the time and causing some continued controversy, and later on developing into the many such societies now holding such an important and widespread place in the life of the college. A chapter of the Delta Phi fraternity, one of the three oldest fraternities of the sort in American colleges, founded at Union College in 1827 and having chapters at that time at Union, Brown, New York University, and Columbia, was planted at Rutgers in 1845, especially by the zeal of William H. Ten Eyck, class of 1845, who came from Schenectady where, at Union College, the first fraternities had been born and were strong; he was an ardent supporter of the cause through his life until far on in age, a well known clergyman of the Dutch Reformed Church. The trustees received, July 22, 1846, a communication from alumni and from literary societies, calling their attention to the existence of a secret society in the college. The feeling was that it would be a detriment to the college and that the literary societies would suffer. The action of the trustees and of the faculty, while more or less adverse, never quite positively or permanently abolished all such organizations, and after a few years this one and others like it came to unquestioned standing before both official bodies, quite agreeable to their authority. The action in 1847, April 21, was that, in the trustees' judgment, no such society should be permitted which is not clearly made known and recognized, and that the faculty should act in their wisdom. A few months later, July 27, further action was taken, virtually



John W. Proudfit



Samuel A. Van Vranken



Charles R. von Romondt



John Ludlow

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equivalent. Then, February 1, 1848, the trustees resolved, that the board is satisfied with the resolution of the Delta Phi Society presented to them this date and consider it a virtual dissolution of the societies in Rutgers College; that they free the Delta Phi Society in relation to past difficulties in the college; and that it gives them pleasure to state that they have learned from professors in the college that the members of this society rank among the best of the students for correct moral deportment and close attention to their studies. The men concerned were an unusual group and, because of what they were, they really maintained their enterprise for all the Greek letter life of the later years. In 1852 there was question again; and in 1856; and in 1864 apparently final acceptance of the fraternity system.

The number of students did not increase very much. A graduating class of twenty was good; twenty-four were graduated in 1844; twenty-five were graduated in 1847; each class had, at some time in the course, five or ten students who did not graduate.

The requirements for admission in 1845 were still quite entirely the classics with arithmetic. They are set forth as substantially the same as those at other colleges of the country: particularly, a knowledge of the Latin and Greek grammar, including so much of prosody as is necessary for scanning hexameters; six books of Virgil's *Aeneid*; Cicero's *Oration*s against Cataline; Sallust; the Greek Gospels and Acts of the Apostles; Jacob's or Clark's Greek Reader; and arithmetic. The requirements of 1841 are quite the same, but they mention Caesar; and they recommend preliminary reading, especially in history and geography.

In the college's curriculum one decided change, advancement perhaps, marked the decade; that was the introduction

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of the modern languages as a part of the required course. Up to this time they had been optional; and they probably had been very little taught. A professor of modern languages was now appointed, 1841; and the question only arose whether students intending to enter the seminary might be excused from study in his department. It was just at this time that Harvard College was introducing in a formal, though no doubt very modest, way the voluntary or elective system of studies. Some optional study had been earlier offered in the colleges. The formal system was exciting much discussion and much adverse criticism; a writer in the *Rutgers Literary Miscellany*, 1842, said, "It is, in our opinion, a most injudicious step, and one which we trust will soon be replaced by those who have made it." A glance at the after record of the undergraduates of Rutgers of that time encourages conviction that the rigid classical and cultural course they were pursuing was quite surely a wise one, whether they were to be clergymen, lawyers, or physicians, bankers, merchants, or industrial executives.

Whatever the courses of study, the men who taught were surely the greatest factor in the daily education. Men of strength continued from the decade before into this decade; new professors who came, as occasion arose, sustained the high level of scholarship and personal influence which had been established. President Hasbrouck, in addition to his executive duties, assumed considerable teaching duty; he did not teach all his subjects all the time but, at one time or another, he taught constitutional law and international law; and political economy; and moral philosophy; and rhetoric and belles lettres. Dr. Strong was still professor of mathematics. Dr. Beck was still professor of chemistry and natural philosophy. Dr. Cannon of the seminary still taught mental

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philosophy. Dr. McClelland of the seminary still taught somewhat in the college. Dr. Milledoler, no longer president of the college, was still professor of theology in the seminary. One of the members of the faculty preached every Sunday morning in the chapel. The students were required to attend this service not only but as well one in the afternoon at such church in the city as was chosen for each student by his parents or guardian.

Several changes in the faculty were quite coincident with the change in the president's office. Professor Ogilby, whose health was not very good and who had entered the ministry of the Episcopal Church, resigned and was succeeded by the Reverend Dr. John Williams Proudfit, as professor of the classical languages. Dr. Proudfit had been for seven years professor of Latin at New York University and, beginning his work at Rutgers in 1841, was to remain with the college nearly twenty years, until 1859. He was a graduate of Union College and of Princeton Theological Seminary, a scholar of high attainments and a teacher of proved success. The college was considered very fortunate in securing him. To his familiarity with the Latin and Greek he added a familiar knowledge and trained appreciation of general literature. Sermons and addresses delivered by him were published; he wrote articles for various reviews; and he even ventured the editing and issuing of a periodical. In 1855 he started the *New Brunswick Review*; four numbers only were issued; its suspension was apparently for financial reasons alone. It was a volume of real excellence and was an interesting episode in the history of publications put forth by or immediately related to Rutgers College. Dr. Proudfit was a man of high personal worth and of cultivated manners and at once won for himself high place in the general life of the

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community. He lived in the house now known as the Vail house at the corner of Livingston Avenue and New Street and he was a familiar figure, riding horseback, as Dr. Strong was a familiar figure always walking from his house outside the town to the college and back. From the beginning of his work at the college Dr. Proudfit had an adjunct professor to aid him, Mr. William H. Crosby. Mr. Crosby was a graduate of Columbia College and a lawyer by profession. His family was connected with the Rutgers family in New York, and his brother, Dr. Howard Crosby, some years later came into the faculty. In 1845, he became professor of the Latin language and literature and Dr. Proudfit became professor of the Greek language and literature, the two classical languages being then separated for the first time in the teaching of the college. Professor Crosby remained, however, only until 1849.

The formal organizing of the modern language instruction, also coincident with the new administration, 1841, was under the Reverend Thomas L'Hombrial, professor of the French language and literature, who remained only a year, and then under Peter I. G. Hodenpyl, professor of modern languages and literatures. Professor Hodenpyl was born in Rotterdam, Holland, came to Rutgers when he was thirty years of age and remained five years; upon his retiring he made his home in Michigan where he died in 1891 at the age of eighty years. He married into one of the old New Jersey Dutch families and his own family name is now well known in social and financial circles. He was succeeded in 1846 by a graduate of Rutgers, class of 1841, the Reverend Charles R. von Romondt, professor of modern languages and literatures, who remained in his professorship until 1859. Professor von Romondt was born on the island of St. Mar-

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tins, West Indies, and died there in 1889 at the age of sixty-eight years. He was a cultured and agreeable teacher, having the friendly regard and affection of the students. After leaving Rutgers he was in the active ministry for a year or two, but a weakness of the throat, which perhaps had something to do with his retirement from teaching, caused his retirement from preaching; and for twenty years, 1862 to 1882, he was in the government service at Washington, writing articles for the press at the same time, thus still indulging his literary tastes.

Also quite coincident with the start of the new administration, was the retirement of Dr. Milledoler from his professorship. Having fully retired from the president's office in 1840, he had continued as professor of theology in the seminary, but had been excused from any professorial duties in the college. Succeeded as president by Dr. Hasbrouck, he was succeeded as professor by the Reverend Dr. Samuel A. VanVranken, who was to give long-continued and distinguished service to the two institutions. Dr. VanVranken was the son of a well-known minister of the Dutch Reformed Church, the Reverend Nicholas VanVranken, who was principal for several years of the academy at Schenectady which soon thereafter became Union College. He was a member of the class of 1815 at Union and was graduated in theology at New Brunswick in 1817. From 1819 until his coming back as professor he was a trustee of Queen's and Rutgers. After several pastorates elsewhere, he had been since 1837 minister of one of the churches in New York City. He had received the degree of S.T.D. from Columbia College in 1836. In 1841 he was chosen by the General Synod professor of theology in the theological seminary; had the precedent of thirty years been followed, he would have been chosen pro-

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fessor of theology by the trustees of the college also; but he was not. Whether this was a casual omission or whether it was a considered and definitely determined omission is not said. In any case the omission simply recognized the actual situation, that theology was the work of the church's seminary, not of the college. Dr. Milledoler, in his time, although nominally professor of theology in the college by choice of the trustees, really carried on theological work only as of the seminary professorship to which he was appointed by the General Synod. During the later years of Dr. Livingston, chosen in the same way, the suspending of the college work made no change in the maintaining of the work in theology, with it, however, only the work of the Grammar School being carried on by the college trustees. Now in 1840 for the first time a layman had been made president; the president's office was clearly and fully cut off from the professorship of theology; and when the professor of theology, Dr. Milledoler, retired, it was the natural thing for his successor to be chosen by the synod for the work which was regarded as the seminary's alone, not the college's. The custom and expectation of some service in the college teaching, however, was not surrendered, and Dr. VanVranken was appointed by the trustees professor of moral philosophy; this title he held until 1846; the title then was changed to professor of the evidences of Christianity and logic; this title he held thereafter until the end of his service in New Brunswick. Curiously enough, however, in 1850 the technical question was raised whether Dr. VanVranken should not have been chosen professor of theology in Rutgers College and, the point being conceded at the moment, he was in that year so chosen formally; the action was purely formal; perhaps it was technically appropriate; and such election was to oc-

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cur once more, in 1861, when his successor came to New Brunswick. Dr. Van Vranken was an abundant, whole-souled man, large physically, broad in his intellectual interests and attainments, generous in his spirit and in all his social contacts. In preaching and in public address he had no small reputation, due not only to the vigor of his thinking and the fine temper with which he always spoke, but as well for his imposing presence and commanding voice. He lived in the east residence of the college building where Dr. Milledoler had lived, the central door at that time opening into a hall, with his study on the right and the family parlor on the left. There his daughter was married to a young graduate of the seminary, one of his students, the Reverend John McClellan Holmes, who became a leading minister of the church and whose son, now a leading minister in the Presbyterian Church, bears Dr. Van Vranken's name. In Dr. Cannon, Dr. McClelland, and Dr. Van Vranken the seminary had in those days a triumvirate of telling strength, and the college shared in the value of the teaching gifts they possessed.

There was also the beginning of a rather notable administration at the Grammar School. James Ferguson had resigned from the school in 1841 and from that time until 1845 John C. Van Liew was in charge. In 1845 William J. Thompson, graduate of Rutgers in the class of 1834, and tutor in the college from 1838 to 1841, took the school. He remained with it until 1862, seventeen years. With him the title, rector, continued. But he never lost the title, tutor, or "tute," as was the more usual form, with the succeeding groups of school boys, a title used partly in affection, partly in derision. He was a scholar and he had some teaching gift. The outstanding thing was his discipline; he believed in the rod which should not be spared and his corrections were well

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impressed upon the anatomy of his pupils. His name still lingers and the memory of him is still, not strangely, very clear with the few now surviving who were committed to his well meant ministries. He had been a teacher in the common schools before going to college. Afterwards he taught at Somerville and at Millstone, and while he was tutor in the college he was studying in the seminary. Three years in the pastorate of a church intervened between his graduation there and his care of the school.

The decade of President Hasbrouck's administration saw a marked property advancement, not only in the erection of the President's House, but, more than that, in the erection of VanNest Hall. Until these two small buildings were built, the hall now called the Queen's Building stood alone. The General Synod leased to the trustees land at the west as well as at the east end of the campus, and just seventy-five years ago VanNest Hall was completed and first occupied. The suggestion of such a building was first made as early as 1843. The faculty sent a communication to the trustees, proposing the erection of a building which should house the literary societies and the library, and perhaps serve other uses of the college; and they suggested that such a building be called VanNest Hall. They also addressed a letter to Mr. Abraham VanNest of New York City, June 13, 1843, reciting two resolutions passed by them: "Resolved, That in the opinion of this Faculty it is expedient that an additional building for the accommodation of the Library, the Museum, the Laboratory, the Literary Societies, and for other purposes, be erected on the College Grounds without delay. Resolved, That in consideration of the many services of Abraham VanNest, Esq., of New York City, to this institution, this Faculty will, through the President, recommend

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to the Board of Trustees, that such building when completed be called VanNest Hall." This may have been an amiable way of giving Mr. VanNest a chance to come forward with the money necessary for the building, or such thought may not have been in mind at all. When the building had been completed, evidence is not wanting that he did contribute largely to it, but no specific gift is mentioned. The *Christian Intelligencer*, July 28, 1853, refers to "the new building not long since erected through the liberality of the venerable elder whose name it bears," and a news notice at the time of the erection says: "VanNest Hall is being constructed in a great measure at the expense of him whose name it bears." Mr. VanNest replied to the letter of the faculty in a very gracious way, remarking his gratitude to God for the many blessings which were his and expressing his devotion to the interests of the church and of Rutgers College. His reply, in any event, did not discourage the proposal and it found other and quite immediate support. The Alumni Association, which had made one or two attempts to aid the college financially, took up this matter with zeal and in 1845 pledged themselves for \$1,000. and proposed to raise for it \$2,000. if possible; and in 1846 it was reported that this amount had been subscribed. The trustees resolved to begin the work as soon as this amount was paid in and called upon the alumni to enlarge their effort. A year later the building was under way, and the corner-stone was laid, April 21, 1847, with considerable ceremony. It was an unpleasant day but a large company of graduates and friends were gathered. The governor of the state, Charles C. Stratton, class of 1814, was there. The letter of the faculty to Mr. VanNest and his reply were read. The president made an address. The governor read the list of articles placed in the

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corner-stone and gave the stone the three taps of appropriate ceremony. The college choir then sang a song, composed by one of the students, entitled, "The Corner-Stone," each stanza commencing, "We are all sons of Rutgers," and set to the favorite air, "Old Granite State." The assembly then passed to the chapel to hear an address by Cortlandt Parker, class of 1836. The Philoclean Society did not intend to be left out of the proceedings. A committee, with Eugene A. Hoffman as chairman, saw to it that various society items went in the stone, a badge, a list of officers, active members, and graduate members, copies of addresses made before the society or societies; and they put in a bill to the society for expenses incurred, \$6.69 $\frac{1}{12}$. The societies were, of course, primarily interested in the building. They commanded not only the interest and large activity of the students, but as well the continuing devotion and support of graduates, and, still more, the recognition by faculty, trustees, and friends as an integral and important part of the college life. They were housed in the Grammar School building which was small, which was all needed for the school work, and which did not afford at best at all attractive accommodation. To provide for them, therefore, was a first purpose of the new hall; and, indeed, the \$2,000. contributed by the alumni was sometimes spoken of, later, as contributed by the societies; and some little discussion arose at one time as to rights of the societies in the building, resulting therefrom. It must be added, however, that, in spite of the high place the societies, now twenty years old and more, held in the academic scale, particular meetings apparently were not always agreeable to others than the undergraduates immediately concerned; for the trustees directed at this time that when the building was completed the meetings of the societies therein should be in



The Campus—1849



Van Nest Hall—Improved 1891

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the daytime instead of the evening, the idea evidently being that their deeds should be deeds of light rather than of darkness. There was objection to the change and the matter was referred to the faculty with power. It may be remarked in passing, also, that this was the time when their Junior Exhibition was omitted for two or three years; no connection between the two items, however, need be assumed. The building was soon completed. It was a plain, spacious, two-story building without a porch; a third story and a porch were added later, in quite recent years. On either side of the entrance hall, first floor, were the society halls, Philoclean on the left, Peithessophian on the right, dignified, attractive rooms which were soon well furnished and made deserving of the pride of the men who wore the badges. In other part of the building, the scientific work of the college was established, the chemistry department, a laboratory. There the work in the sciences set up by Dr. Beck was maintained until well on in the time of Dr. George H. Cook. There the chemistry had its place until it passed into Geological Hall at its erection, only to pass on later to New Jersey Hall, only to pass on still later to its own Chemistry Building. There the state agricultural experiment station was begun and remained for several years. There the drafting for engineering courses was done for a time prior to the erection of the Engineering Building.

Abraham VanNest was one of those men who, for their personal devotion and service and fine generosity, deserve to be especially remembered in college annals with the academic leaders and learned professors. Born in Somerville, New Jersey, of old Dutch family, he became a successful merchant in New York City, president of the Greenwich Savings Bank, and a foremost elder in the church there. His

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spacious and hospitable home where the name Greenwich Village still maintains, standing in the centre of the blocks now bounded by Bleecker, Fourth, Charles, and Perry Streets, the home of children and children's children, became the gathering place of ministers and laymen, church men and college men, one by one or in groups, who came to enjoy the fine Christian fellowship and social life there abounding and to consult on all good causes. In part a contemporary, he was in a large sense the successor of Henry Rutgers as a patron of the Dutch Reformed Church interests. His house, after his death in 1864 at the age of eighty-eight, was sold and later torn down; the trees about it were felled and the land was all built on. Mr. Van Nest had become a trustee of the college when it was yet Queen's, in 1823, and he remained in the board until his death. He was concerned in the revival of the college in 1825 and he was a warm supporter of President Milledoler, a generous giver to the college, during the fifteen years that followed; now he was equally earnest in the work with President Hasbrouck, ready in counsel and in service as well as in gift. He was chairman of the trustees' committee that undertook the raising of additional endowment early in Dr. Hasbrouck's time, the committee reporting in 1845 that \$29,000. had been raised, a portion of which was expended on improvement of the campus and in the erecting of a house for the president, "for which he pays rent to the trustees." Whatever part Mr. Van Nest had in the building of the hall itself, he well deserved that it bear his name and be always the fine memorial on the campus which it is. He was to continue his great service for the college through yet another administration, that of President Frelinghuysen. In the alumni oration at the Commencement, 1865, succeeding his

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death, the Reverend Dr. Paul D. Van Cleef, class of 1843, said: "He was evidently one of God's ordained instruments, raised up by his special Providence to secure the success and prosperity of this institution. The hand of God is most remarkably visible in all the steps by which he became identified with the interests of Rutgers College. His labors were enduring, his faith unwavering, and his efforts successful. When the useful structure that bears his name shall have crumbled into dust, his memory will be preserved, engraved on more enduring monuments—the successive generations of young men whose education has been received in this institution."

Early in this decade, when Mr. Van Nest was in the prime of life and of his usefulness to the college, a man of like devotion and untiring effort, though not of the same financial ability, passed from the group of long time trustees. Jacob Rutsen Hardenbergh, son of the first president, graduate of Queen's College in the class of 1788 and trustee of the college since 1792, died February 13, 1841. He had been unwavering in his support of the college through fifty years of service as trustee, active in its revival, constant in his attention to its affairs, self-sacrificing in his personal efforts for the strengthening of its foundations. The trustees placed on record their deep sense of debt to him: "Resolved, That this Board have heard with deep emotion of the death of Jacob R. Hardenbergh, Esq., senior member of the Board, who in the faith and hope of the Gospel, departed this life on the 13th of February last, a man of intelligence, ardor, activity, and public spirit, and to whose exertions under Providence it is believed that Rutgers College is at least as much indebted for her present prosperity as to those of any other individual of all her many friends

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and benefactors." He was an outstanding servant of the city as well; the Fredonian said, "Mr. Hardenbergh was among the few left of the old inhabitants of New Brunswick, who had taken an active part in building up its interests and prosperity. Zeal, perseverance, and singleness of purpose in whatever he deemed beneficial for the public weal conspicuously marked his character. Of the cause of science and religion he was eminently a distinguished friend."

The erection of the two new small buildings, balancing each other at the ends of the campus, was coincident with a considerable deterioration of the college property, of its appearance at least. There was some outspoken criticism from time to time, especially from 1845 or 1846. The newspaper of the city in 1848 remarked that the campus, instead of being an ornament, was rather an eyesore in the city, the grounds not being well cared for and the fences becoming dilapidated, that the situation was much regretted by friends and the public generally. Just then two friends offered to give \$250. each for the improvement of the property providing that ten men in all be found to do the same. In the succeeding year, 1849, report is made that costly and permanent improvements have been made and are apparent. It was at this time that the engraving of the campus was made which from that time until now has continued to be a treasure in the halls of the college and in the homes of the college families fortunate enough to possess it, the colored picture of the campus with its three buildings, its lawns and trees and paths, and President Hasbrouck in his barouche riding past. The engraving was presented to the trustees in a letter of September 6, 1849, by James Anderson, M.D., class of 1835. In it the campus is most attractive; either it flatters the appearance of the time, or the betterments just

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made were very substantial and immediately conspicuous.

The relation between the college and the church continued to be the subject of much debate without the actual status or work of the college being affected at all. The action of 1839 and especially of 1840, creating really independent status and procedure, did not seem to be fully or universally understood. A considerable party in the church was anxious to regard the church's oversight as real and with authority. The so-called Board of Superintendents continued to report to the General Synod for some years. President Hasbrouck himself reported to that body and his reports are informing and valuable. But the whole conduct of the college was entirely independent. In 1841 the trustees appointed a committee to examine the covenants or articles of union of all the years past. In 1842 there was inquiry by the synod as to the Van Bunschooten fund; later there was question as to the professorial fund; there was some discussion as to deficiency or even misappropriation; but there was a happy issue of all such trouble, retraction of charge, and new amity. In 1844 there were further conferences and reports. In 1847 the report of the church Board of Superintendents included some criticism of some of the work in the college, which was not very agreeable; and the result was that the next year, 1848, all such report was omitted. When the question was raised in the synod why no report as to the college was made, the reply was given that the action of 1840 had left with the trustees the "whole administration" of the college, the "controlling and directing its affairs generally"; that the reports of the church's board had continued for some years merely out of custom and in order to encourage pleasant and intimate relations; but that when such report, in 1847, had come to include something that was hurtful or that gave oppor-

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tunity for hurtful things to be said, it was better that reports should cease, they being not formally necessary, and that subjects of difference be thus kept from debate on the floor of the synod. This report of a committee, which had considered the matter fully, gave approval to the quality and conduct of the college. It was made by the Reverend Dr. James Romeyn, and a continued and animated debate in the church newspaper ensued between him and the Reverend Dr. Thomas E. Vermilye, a controversy of such length and personal spirit that a certain "Philadelphus" wrote communication, asking that the argument be brought to an end; but Dr. Vermilye had a reply for Philadelphus. So fully separate was the college from the church in the view of many that at this very time the proposal was made to return the property to the trustees; but that was a different matter, with material values involved, and it was defeated by a vote of forty-two to eighteen. The point was made by some debaters that the supposed action of 1840 had not really been ratified by the trustees, and that the Covenant of 1825 or of 1839 was therefore still in force; this was argued in 1849 but was not sustained; finally in 1850 there was a full recital of the past relations by a committee of conference with the trustees, giving the Covenants of 1807, 1825, 1839, and 1840, and stating that 1840 had cancelled the considerable power given the synod by 1825, and had really abolished the Board of Superintendents, and that this had been confirmed in the action of 1848. The re-confirming of 1850 may be considered the final word in the matter. It will be noted, however, that while it was thus understood that no theological professor was to be president of the college, theological professors were to continue instruction in the college in literary subjects and even that the professor of theology

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was to be appointed by the trustees of the college, as well as by the synod, in keeping with which idea Dr. Van Vranken received the additional appointment in 1850, although he would really be in no different position and do no different work than had maintained since 1841; moreover, another part of the understanding was that, while the property would not be re-conveyed to the trustees, the use would be given to them of library and chapel and recitation rooms, and that there would be no leasing or selling of any of the property without the trustees' consent. In 1857 the title, Rutgers College, disappears from the order of business in the minutes of the General Synod; the year before, 1856, the work in theology had left the building; and it was only seven years after when the property was actually re-conveyed to the trustees. A joint committee of the trustees and the synod which met in the college library, August 30, 1848, proposed the re-conveying of the property with various conditions attaching. Possibly the run-down state of the property had something to do with this. The need of a library building and of a chapel building was also emphasized, both the library room and the chapel room in the college building being used as class lecture rooms. The library, now 5000 volumes, did not have the best of care, at times under a seminary student, and at times under a professor. Professor Hodenpyl, in his time, was made librarian; a catalogue was prepared, but it was not published because of expense.

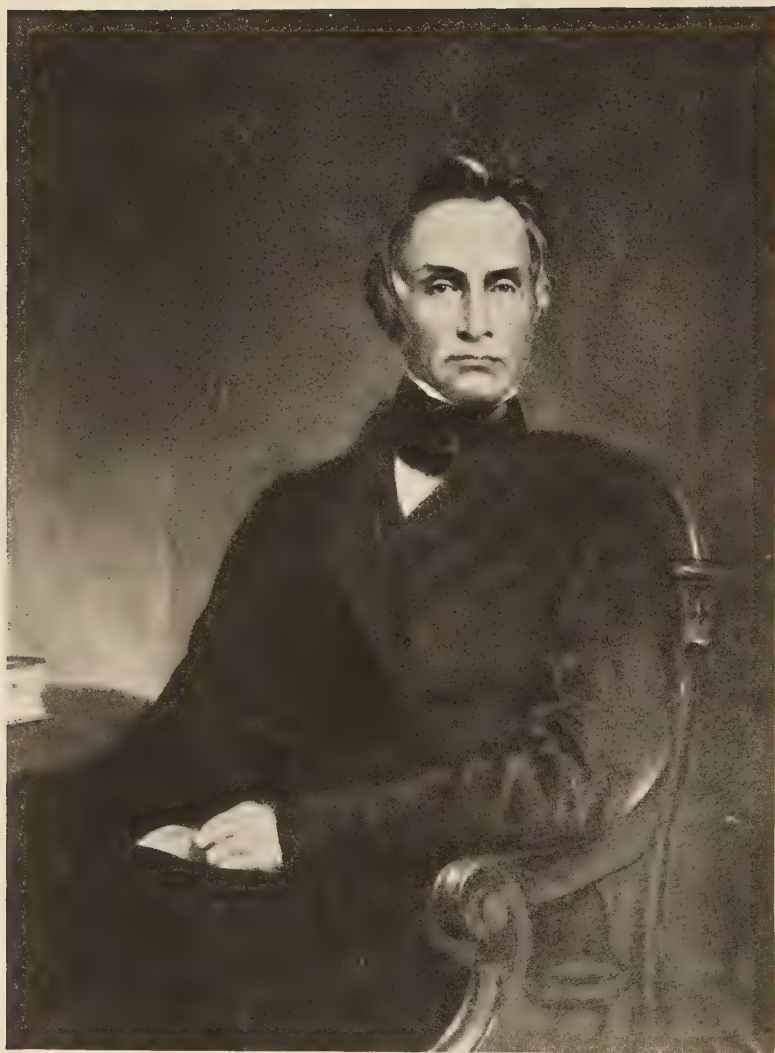
President Hasbrouck, during the latter part of the decade, had not been in good health and, July 24, 1849, he presented his resignation. A committee was appointed to wait upon him and ask him to withdraw it; it was not withdrawn, however, and it was therefore accepted, September 6, 1849. The trustees proceeded at once, at the same meeting, to the elec-

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tion of a successor; they had thought out the matter and were of one mind, ready to act; they chose as president, Theodore Frelinghuysen, at that time chancellor of New York University, son of General Frederick Frelinghuysen, the first tutor. Mr. Frelinghuysen, to the great disappointment of the college, declined. Dr. Hasbrouck was then re-elected to the office; and he continued in it until April 15, 1850. Finally retiring at that time, he commented upon the unexpected service of the extra six months and said that it was simply circumstance of a personal nature which made it advisable for him to withdraw from his pleasant sphere of duty. The trustees, for a second time during the winter, had approached Mr. Frelinghuysen; and again he had declined. For the third time now they came to him; they chose him president, April 9, 1815; and he accepted.

Dr. Hasbrouck, on retiring, returned to his old home, Kingston, New York, and attained the age of nearly ninety years. He became president of the Kingston Bank, the founder of the Ulster County Historical Society, a leader in all the life of the city, a citizen singularly honored and useful. He continued his studies, his wide range of reading, his interest in the classics, while he was at the same time so much a man of affairs. In recognition of his scholarship, his attainments in the law, his influence in public life, and his high educational office, both Union College and Columbia College conferred on him the degree of Doctor of Laws. He died at Kingston, February 23, 1879.

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Theodore Frelinghuysen

CHAPTER XI

THE TIME OF PRESIDENT FRELINGHUYSEN

THEODORE FRELINGHUYSEN brought to the college the prestige not only of a name most intimately associated with the college, but as well of a personality and a public record outstanding in his day and generation. He was sixty-three years old and his many years of mature life had been given with rare religious and patriotic devotion to the service of the church and its institutions and to the affairs of state and nation. It may be fairly said perhaps that he was the leading layman of the country in Christian movements of his time. By birth and training and high ideals of service he had entered into a notably large inheritance of public position and honor. He was born in his father's home at Millstone, attended for a time the Queen's College Grammar School and then attended the classical school of Dr. Robert Finley at Basking Ridge, later the school of Dr. Brownlee, where Samuel L. Southard, also born in Somerset County and also later so eminent, was with him. He went to college at Princeton; the undergraduate work at Queen's was not active at the time; he had Southard as college roommate and he was graduated in 1804. He studied law with Richard Stockton, practiced law at Newark, and very soon began to hold public office. He became a member of the Legislature. He was attorney general of the state from 1817 to 1829. He was United States senator from New Jersey from 1829 to 1835. He was candidate for Vice-President of the United States on the Whig ticket with Henry Clay, candidate for President, in 1844. He had come to this high recognition by his

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party through his able work in the Senate, always standing for the best politics and gifted with fine powers of public address. A letter of Henry Clay concerning him expresses the quite unqualified esteem in which he was held. It was at this time, however, that his attitude toward slavery came somewhat into question; he wrote a letter which quite frankly failed to take the extreme abolition view as to that problem which was becoming more and more acute and coming to command the uncompromising challenge of men who, twenty years later, were to find their vigorous stand for federal action coming to triumph through the blood and death of the Civil War. He wrote from New York to an inquiring citizen of the State of Mississippi, June 11, 1844: "I cheerfully respond that I am not an abolitionist and never have been. I have been an ardent friend of the Colonization Society, and still am. Slavery in the States is a domestic concern that Congress has not the right or power to interfere with in its legislation." William Jay, October 1, 1844, wrote to him, earnestly deprecating the word thus put forth in the campaign time. It was in Mr. Frelinghuysen's mind, however, a question of technical or constitutional sort which, in fact, was finally settled only as a war measure in the Emancipation Proclamation. His full hatred of slavery was well established. Clay and Frelinghuysen were defeated and Mr. Frelinghuysen did not at any later time enter political office. Many public offices of the highest importance, however, he did hold; at one time or another he was president of the American Bible Society, the American Tract Society, the American Temperance Society, the American Board of Commissioners for Foreign Missions. He was an elder in the Dutch Reformed Church and when he came to New Brunswick he was in that office a great support to the newly estab-

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lished Second Reformed Church. With his success in the law and taste for that profession, a taste for literary things and for service in the literary as well as religious world was always pronounced. In 1839 he accepted the office of chancellor of New York University, and from that time to the end of his days he gave his first thought and strength to the guiding and building up of university or college life. From New York University he came to Rutgers in 1850.

President Frelinghuysen was inaugurated on Commencement Day, July 24, 1850, in the presence of a very large and distinguished assembly, addressed by Governor Daniel Haines, Professor Cannon, the retiring president, and the new president. He became also professor of international and constitutional law and of moral philosophy. The teaching staff with him included men of long service and proved ability, but changes were to come quickly. Dr. Strong was still in charge of mathematics, Dr. Beck was still in charge of chemistry, and of the other natural science or natural philosophy which Dr. Strong originally had in his charge with the mathematics. Dr. Proudfit was still in charge of the Greek, and probably also of the Latin since Professor William H. Crosby had retired in 1849 and no other Latin professor was appointed until 1852. Professor von Romondt was still in charge of modern languages and literatures. Dr. Cannon of the seminary was still teaching metaphysics; Dr. Van Vranken of the seminary was still teaching the evidences of Christianity; Dr. McClelland of the seminary had probably ceased to do any teaching in the college. It was a strong faculty and the changes which came did not weaken it; in some instances the changes were to be very significant in the life and for the far-reaching influence of the college. Dr. McClelland retired from the seminary and

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from any nominal connection with the college in 1851 after twenty-two years of teaching with almost unique reputation. Dr. Cannon died in 1852, after twenty-six years of most devoted service and especial personal acceptance with the students. Dr. Beck died in 1853, after twenty-three years of large contribution, shared somewhat by other institutions, to the scientific values and standing of the college. His cabinet of minerals was secured for the college by the liberality of friends in 1857. Dr. McClelland was succeeded in the seminary by the Reverend Dr. William H. Campbell, who took up the teaching of belles lettres in the college. Dr. Cannon was succeeded by the Reverend Dr. John Ludlow, who took up the teaching of metaphysics in the college. Dr. Beck was succeeded by Professor George H. Cook, who began his work at Rutgers as professor of chemistry and the natural sciences. Three names notable in Rutgers history were thus added to its roster in three successive years at the very beginning of the second half of the century and at the very beginning of President Frelinghuysen's administration.

William H. Campbell was born in Baltimore in 1808, on or about the fourteenth of September; the exact date is unknown, the record lost in the loss of the family Bible by fire in the Baltimore home. His father was born in Scotland and established himself as a merchant in this country. The son who was to play so large a part in the life of Rutgers was one of ten children. He became a student at Dickinson College, which was then under Presbyterian auspices, and there came under the instruction of Professor Alexander McClelland, whom in later time he was to succeed at New Brunswick. During his college course he was converted and was turned in thought toward the ministry, and on his graduation in 1828 he went to Princeton Seminary. He was

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there only a year, for the family had financial disaster and he was compelled to support himself. His brother-in-law, the Reverend Dr. Thomas M. Strong, was minister of the Dutch Reformed Church at Flatbush, Long Island, and he went there, walking from Princeton to New Brunswick and from the Brooklyn ferry to Flatbush; there he secured a position as teacher of the classics in the Erasmus Hall Academy. He continued to study theology with Dr. Strong and was ordained to the ministry. For two years, 1831 to 1833, he was pastor of a church at Chittenango in central New York. Trouble with his throat compelled his withdrawal from preaching, and he returned to Flatbush and there opened a private school; he was promptly invited to become principal of the Erasmus Hall Academy and that position he held for six years, 1833 to 1839; he was very successful in it; he was becoming a scholar of unusual attainments and an unusual teacher. He could not forego his ministerial vocation, however, and, when his throat permitted, he went back to the pastorate, serving the church at East New York, 1839 to 1841, and the Third Reformed Church of Albany, 1841 to 1848. To assist his church at East New York in the support of its minister, he also had a small classical school there. In Albany his interest in education was vigorous, of course; he was active in the founding in that city of the first state normal school of New York, and he was one of the committee of five first appointed to manage its affairs. Teaching itself, too, still allured him and in 1848 he accepted a call to become principal of the Albany Academy and teacher of Latin and Greek in it. The academy had been founded in 1813, and since 1819 the principal had been Dr. Theodoric Romeyn Beck, whose son of the same name was to be graduated from Rutgers and to be an acting professor there for a time, and

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whose son, Dr. Lewis C. Beck, had been lecturer in the academy and was at this time professor at Rutgers. The academy was now to be reorganized; and William H. Campbell came to the task and to the teaching task with all his vigor, scholarship, teaching ability, and aptness to affairs. For three years he served the academy, establishing it upon a firm basis, giving it a new prosperity, and coming to high reputation for skill both in the classroom and the office of administration.

From the academy he was called to New Brunswick and he came in 1851. From that time for twelve years the New Brunswick story of the man, the recollection of him, is more of the seminary teacher than of the college teacher. He taught but little in the college, Kame's Elements of Criticism. But after those twelve years were past, the story of the man was to become a story of the college only, of the teacher in the college and of the president of the college. And for all the years, from 1851 to his death in 1890, the story of the man was to be, too, the unbroken story of the preacher of the Word, powerful in the pulpits of the church. Men now living, many, remember him in the later years of his service; a few there are who remember him from the years of that first decade on the campus. He was virile and impetuous. He was not without the temper which might have been assumed as not apart from the red hair with which he was blessed, hair which had turned white in the time of most of those who now remember him. In the class room he was always in movement. His enthusiasm for his subjects, his zest in his original findings, made his subjects live before his students, and stirred in many who were in mind and spirit capable of response a zeal for knowledge, a taste for language, a devotion to the truth which counted large in the

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life and service of a splendid generation of graduates from Rutgers and from the seminary. He lived for a short time in a house on George Street and then occupied the house opposite the college, now the rectory of St. Peter's Church; there he had, it is said, the largest personal library in the city; he was a bibliophile, adding constantly to his treasures, picking up here and there volumes of unusual interest and worth to the scholar.

John Ludlow who succeeded Dr. Cannon was far from unknown in the annals of the New Brunswick institutions. Immediately after graduation from the seminary in 1817, he had become minister of the church in New Brunswick and immediately after that he had become professor in the seminary, serving in that office until 1823. Then for eleven years he had been pastor of the church in Albany. He had been elected professor in the seminary again in 1831, but he had declined. In 1834 he was called to the University of Pennsylvania and was provost there until 1852. In 1839 he had been called to succeed Dr. Milledoler as president of Rutgers, which office he had declined because the financial plan behind the call did not come through. In 1841 he was again chosen to succeed Dr. Milledoler as professor of theology; and again he declined. Now in 1852 he accepted the call to succeed Dr. Cannon and he brought to seminary and college his prestige as a preacher and educator and man of commanding personality. He was strong of body, vigorous in intellect, warm-hearted, a friend and counsellor, a man of public spirit and of fine faith. An account of Dr. Ludlow's last Commencement at Pennsylvania, his presiding on the occasion, adds: "We must congratulate Rutgers upon so able and efficient a co-laborer being added to her already efficient corps." He took up his residence where Dr. Cannon had

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lived, in the west end of Queen's Building; his parlor was on the right where the registrar now has his main office; his study was above on the other side, where the assistants in the treasurer's office now are. He had a large library. Dr. Van Vranken continued, of course, in the east end of the building, his study at the right, his parlor at the left, there being at that time a central hall from the central entrance, and no entrance at the corner of the building.

George Hammell Cook who succeeded Professor Beck was destined to play a remarkable part in the history of Rutgers, in its record of public service, and in its progress into new responsibilities of scientific education. He was born of English ancestry at Hanover, New Jersey, January 5, 1818, and was therefore thirty-five years of age when he came to the college; he was to serve it until his death in 1889. He was graduated from the Rensselaer Polytechnic Institute at Troy in 1839, and successively received from it the degrees of C.E., B.S., and M.S.; after coming to Rutgers he received, in 1856, the degree of Ph.D. from the University of New York, and, in 1865, the degree of LL.D. from Union College. Immediately on graduating from Troy, he became a tutor there and successively adjunct professor and professor, remaining there until 1846. For two years he was in manufacturing business in Albany. In 1848 he became teacher of mathematics and natural philosophy in the Albany Academy; and in 1851 he became principal of the academy. In 1853 Rutgers College, having just before secured from the academy Dr. Campbell and having in earlier years secured from it Dr. Lewis C. Beck, turned to it again and called Professor Cook; and he accepted the call. He began at once at the college, and from his vantage point there, that remarkable scientific work which proved of such vast importance to the State of New Jersey,

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which brought renown to the college, and rare and enduring distinction to his own name. He was broad in his scientific interests and highly versed in many fields of science. He always stood sturdily for the value of training in the classics and humanities for the scientific man.

Entering at Rutgers on the teaching of chemistry and the natural sciences in general, as time went on and the special interest in agriculture was born and grew and was organized, that became a first claim upon him; as time still went on and the sciences severally strengthened and separated and other teachers came, chemistry and other natural sciences were to fall out of his teaching program; and geology was to have, with agriculture, its special and engrossing claim upon him. Just after he came, in 1854, he was appointed assistant geologist of the State of New Jersey, and at once he began the study of marl beds, clay beds, and coast changes; ten years later he was to become state geologist, to hold that office just twenty-five years, until his death in 1889. His geological survey became a monumental work, rare in accuracy, clearness, and completeness; his geological maps of New Jersey were the first, and are until now the models, of all such work in this country. His discoveries or disclosures of the natural resources of the state led to the development of clays and soils, of iron and zinc, of water supply, of the occupation of the sea coast and of seemingly useless swamps and unfertile fields. He introduced the State of New Jersey to scientific agriculture. He organized the weather service of the state. He secured the founding of the New Jersey agricultural experiment station, one of the first of these institutions established in the United States. He was the pioneer in what might be called extension instruction in science and scientific industry in the state. He became familiarly

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known throughout the state and of marked influence with men. In his own city he was of utmost public spirit, largely the founder of its water supply system and unwearied in the support of its every good cause. He was honored with high office in learned societies, in bodies of scientific and educational importance. His breadth of interest gave him constant and active contact with literary and historical things. In character he was of highest integrity and unselfishness. His religious life was of first importance to him; he had simplicity of faith, a zeal for the Scriptures, and a sure faithfulness in all church relations. At the college he was busy not only with his teaching but with the enlarging of all its scientific interests, giving himself especially to the erecting of a larger museum of natural history, the issue in time being the Geological Hall with its facilities for scientific instruction and with its geological museum, its several and valuable collections. In his outlying scientific work he used his students and young graduates, giving to them thus a training of rare sort and starting them on careers of trustworthy, serviceable, and distinguished action in the several lines of scientific industry into which one and another entered. All this was in the promise and in the quick fulfilling when George H. Cook came to Rutgers in 1853.

One other new member of the faculty came in the early part of the decade. William Irvin was graduated from Rutgers in 1851. In 1852 he was appointed tutor in Latin, and in 1854 he was appointed professor of the Latin language and literature, succeeding, after an interval, William H. Crosby, and becoming associate with Dr. Proudfit, professor of the Greek language and literature. Professor Irvin was a man of fine scholarship and of fine personal quality. He was to remain only until the end of the decade, however. He

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studied theology at Princeton and passed on to the ministry of the Presbyterian Church. He served in important pastorates and became in later life the executive officer of the Board of Home Missions of the Presbyterian Church. He became also a director of the Princeton Seminary and a trustee of both Union College and Rensselaer Polytechnic Institute.

During President Frelinghuysen's time the college campus remained quite the same; no new building was erected; the work was all carried on in the Queen's Building and Van Nest Hall. In 1854 there was some agitation for the building of a chapel, and \$2000. toward the cost of such a building was offered by friends. In 1858 there was some urging of the need of a gymnasium. Nothing came of either proposal. The improvements lately made to the property were not maintained as well as they might be, or perhaps the opinion of a visitor who thought that the appearance was not very satisfactory may be discounted as of one who had not had a good time at Commencement. He writes, July 24, 1851, that, with his friends, he had gone from New York to New Brunswick by "the large and airy steamer, the John Neilson;" so far so good. He then says that the railroads are spoiling the people, producing a morbid, insatiable desire to get along fast without regard to necessity or health, complains of the discomfort of the warm weather which always accompanies Commencement, and remarks that the college grounds look very bare. However, so far as this annual occasion was concerned, the college was very gay and very popular. Of the year before, 1850, it is said that at an early hour there was great movement toward the town, strangers coming by the railroad, country people arriving in all kinds of vehicles, every line of travel crowded, hotels absolutely filled to repletion. such a day New Brunswick has never be-

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fore seen! The Junior Exhibition seems to have maintained its old time spirit, too, since its brief eclipse by reason of exuberant spirit in the forties; in 1853 it is said that "the Junior orators as usual held forth to a gay audience who were all attention to everything else but their speeches." And another narrator says that the interest of the neighborhood in Rutgers Commencements is greater than any other college knows in its neighborhood. The said gaiety also attached with the exercises themselves. To quote but one or two accounts: one of 1857 states that the actions of the young ladies at Commencement were disgraceful, the worst that could be found anywhere, and the bouquet throwers were said to be a nuisance; one of 1859 says that seats were held three hours in advance of the exercises to make sure of them, and that the disturbance was such that the police had to be called in; one of 1860 says much the same thing and calls upon the students, as responsible for the matter, to observe the proprieties. Serious attention to the set exercises of the day was a little difficult perhaps since they were not models of brevity. In 1858 there were seventeen speeches and twenty-one selections of music; after a while it seemed more pleasant outside than inside, no doubt; the narrator says that New Brunswick and its surroundings never looked lovelier than on that day; and the police did not bar the door. In 1861 seats were taken at 5 a.m. to be held for the ladies. Exercises were spoken of as usually from four to six hours in length. In 1859 Commencement was moved from July to the third Wednesday in June. The long speaking program, a custom of many years, continued for many years still. On toward the end of the century it was yet the gracious attitude of the trustees or faculty to give almost every at all qualified graduate the privilege of saying what he had

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to say on the stage for the benefit of his admiring family and friends and perhaps the distress of the audience in general. It must be said, quite truly however, that there was a general interest in student and graduate speaking in those days which now seems little indulged.

While no aggressive movement for new buildings marks the period, definite and persistent effort was made for new endowment with some, not very large, success. The plan of endowment by scholarships was taken up by the trustees at once, 1851, and set before the friends and possible friends of the college and of the education of young men. The normal amount for the founding of a scholarship was \$500. The income of that capital sum was not sufficient to pay the normal tuition charge for a student even in those days. The idea, however, was that the possession of the capital sum with its sure annual income had an offset value; it was hardly expected that the scholarship would always have a student upon it; when unused as well as when used the income would be college income. In a word, while the appeal was to a donor's interest in young men who found it difficult or impossible to pay the tuition charge, and while both donor and college were entirely sincere in their thought toward such young men receiving the benefit, and while many scholarships were assigned by the donors to beneficiaries, the main idea was college endowment, the increase of its capital resources bearing annual income for the college's general support. A considerable number of such scholarships were given early in President Frelinghuysen's time; many more, at \$500. or \$1,000. each, were secured ten years later, at the start of the succeeding president's term of office. Through all the years they have served well and largely successive generations of young men and, at the same time, the college. With

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the passing of the years, however, they have not been without their embarrassing aspect, since their capital amount and income are so small, while the tuition charge has of necessity doubled, trebled, and even quadrupled the charge of the time when they were created. Comparatively few of them now, sixty and seventy years later, are actively administered by their donors, however, and the problem in so far is not now great; the greater problem is to deal with those left inactive by donors, explicitly or tacitly lapsed into the college keeping; the problem of making them serve in good degree their original purpose while not sacrificing too far the college's financial rights and interests. The trustees of three-score and ten years ago did not foresee, of course, the later changed circumstances to which their modest scholarships would come. They did urgently need funds, whether in scholarship form or otherwise, and in 1852 they resolved that it was expedient to raise \$60,000. This was only partially secured. In 1854 the Reverend James Scott was a special agent in the college behalf; he presented the cause to the General Synod of the church, proposing that certain men and certain churches subscribe, each a certain amount. An offer of the Collegiate Church of New York was reported to the trustees in 1855, an offer of the annual income of \$25,000., to be applied to the president's salary, and the \$25,000. to be part of a total \$100,000. to be raised by the college. The total proposed proved too large an undertaking; the church would not change the proposed condition and nothing came of the offer. In 1859 a committee was appointed to raise if possible \$50,000. endowment; the same sum was called for in 1860 and the Reverend Charles Parker was made a general agent to carry on the effort for it. The Reverend Dr. Benjamin C. Taylor, a trustee, was also at this

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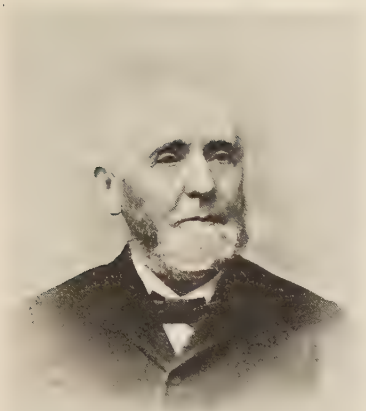
time very earnestly and very generously active in securing scholarships, and his self-sacrificing service brought forth substantial results. The whole amount added to the college endowment during the decade was not, however, very large; it certainly did not reach the figure proposed.

Year by year during this first decade of the second half of the century students came steadily in good numbers. There was no marked increase until the very end of the decade. There was, as always, much promise in the youth that came. No graduate now survives who received degree from President Hasbrouck. Graduates having very earliest degrees from President Frelinghuysen still survive, two of the class of 1852. Just about twenty men continued to be graduated each year until the class of 1859, entering in 1855, in which thirty men were graduated; and in the class entering in 1858 forty men were graduated in 1862, thirteen others having also been members of the class. With few exceptions the graduates passed out into useful, successful life as ministers, lawyers, physicians, and business men. Many came to high distinction in the church and at the bar and in medicine. Many came to high position in public life, holding office judicial, executive, or legislative. Among the outstanding names are those of the governor of New Jersey, George C. Ludlow, class of 1850, the celebrated engineer, John Bogart, class of 1853, the great physician of his generation, Edward G. Janeway, class of 1860, the greatest celestial mathematician in the world of his day, George William Hill, class of 1859. Dr. Hill may be considered without doubt the greatest product of Rutgers College from the viewpoint of science in its record of one hundred and fifty years. He is one of the few men from American colleges to whom has been given by highest critics in America and abroad the title of genius. Cambridge Univer-

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sity, as well as Columbia and Princeton, conferred upon him highest degree. The Royal Astronomical Society gave him its gold medal. The Paris Academy of Sciences awarded him its prize. Late in his life, the fiftieth anniversary year of graduation, he received from the Royal Society the Copley Medal, the highest distinction it confers. His *Collected Mathematical Works* had the honor of being the first volume in the publications of scientific research put forth by the Carnegie Institution at Washington. His work was in mathematics, but supremely in the mathematics of the heavens. His was a master mind in the study of celestial movements; he was a discoverer of facts and laws of the universe; the most famous French scientists of some years ago declared his name immortal if for only one of his profound and original theories—that of the moon's motion. A distinguished writer, within a few years, in the *Atlantic Monthly* named him with two others as proof that an American college can and does produce a genius. When not yet graduated he was becoming known, for in early 1859 he received the prize given by the *Mathematical Journal* at Harvard for solution of a problem. He told the writer of this Rutgers record that he received his great impulse to searching and enduring mathematical and astronomical study from Professor Strong; and he said that the faculty as a whole were rather out of sympathy with him because he wished to pass the bounds of the curriculum and explore the learning beyond.

The curriculum of the time was still, of course, the quite rigid program of few studies which might be called narrow but in the exact requiring of which there was fine discipline of mind and character as well as some sure store of knowledge. The chance for the able and ambitious student was in the fine mastering of that which was required and in the



George H. Cook



*Gustavus Fischer
Professor of Modern Languages
Rutgers*

Gustavus Fischer



Howard Crosby



Marshall Henshaw

THE
JOHN CRERAN
LIBRARY

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further and closer contact with the professor in that department which especially appealed to him. The intimate intercourse with the trained and enthusiastic professor—friend then as always—was the great asset at a student's command. Mathematics was in quite unchallenged place. The classics were well entrenched but not unassailed; the earlier venturesome attack continued; the alumni orator of 1851 argued that there was, at least, too much exclusion of natural science and practical subjects. Hebrew at this time, or surely a little later, had its place among the required languages. A course of study specifically for teachers was proposed in 1853, a proposal that was to have its fulfillment forty years later in the offering of a course, and sixty years later in larger and more formal program; the proposal was quite ahead of its time, so far as Rutgers was concerned at least. In 1858 physical education was brought under discussion, with the plea for a gymnasium; and that was to delay for many years, during which outdoor college sports became active; this discussion late in the decade was just at the threshold of that great student enterprise which we call athletics. The study of English as yet hardly had its fair chance. The English language and literature as a course of study was hardly known. What there was of it, under the title of *belles lettres* and rhetoric, had quite secondary place and but few hours assigned it. And yet there was much that by the way served in this field and without doubt gave training in English and a literary product which the modern hardly equals. A grounding in grammar was assumed and was usually found. Every department unquestionably stood for some practice in language. The study of the classics and the modern languages inevitably aided to good familiarity with English literature and usage. Speeches were constantly required in chapel be-

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fore the whole body of students. The literary societies carried on steadily and strongly their exercises in composition, speech, and debate; their libraries provided the standard literature with little of other sort, either there or outside, to compete with it. The college library, too, was just at hand in the Queen's Building. The set hours of class room appointments were few; ample time for reading was at command; the modern diversions of student life were quite unknown—save, with some, the fraternity fellowship without fraternity residence, and the social opportunity in the homes of the city. A taste for good English was common and its indulgence was good form. It has to be said that the graduates of that decade, when the systematic study of English had such small place, were in general men marked through life by unusual command of their mother tongue.

The literary activities of the students maintained in the Greek letter fraternities as well as in the so-called literary societies. Men of highest standing belonged to them and made them serve good purpose, although the faculty sometimes thought that there were other aspects of them that outweighed their values, and sought to end them; the subject was before the trustees in 1856, and there was considerable conflict then and later; in 1864 a resolution which had been passed abolishing them was rescinded by the trustees on the recommendation of the faculty. The literary impulse also gave birth to a student publication, the Rutgers College Quarterly. There had been one similar student publication, fifteen years before, the Rutgers Literary Miscellany of 1842. There had been at least two attempts at faculty publications, the Reformed Dutch Church Magazine under Professor Brownlee in 1827, and the New Brunswick Review under Professor Proudfit in 1854. The Quarterly now started

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by the students lasted for three years, April 1858 to April 1861. It was well conceived and well carried on. It was essentially a literary periodical, with some venture into the field of college affairs. Its demise, at the end of its third year, has been attributed to the too ambitious and not entirely discreet contribution of a student who, in the form of a story, dealt rather unhappily with a not too popular professor and who thereafter left college while the journal itself disappeared from the scene. The author of the story later became well known in the newspaper world as reporter, critic, and editorial writer. The last editor was T. Sandford Doolittle, class of 1859, student of rare literary attainments, who had largely fought the battle of his Greek letter fraternity, who took first honor at graduation, and who was soon to become professor of long service and high renown in his Alma Mater.

The outstanding event of the decade, coming early in its second half, was the departure of the seminary instruction and the seminary students from the building occupied by them with the college students and their instruction for thirty years, since the revival of the college in 1825; indeed they had entered the building together at its erection nearly fifteen years before that. The situation had become quite intolerable. The number of students and professors had increased; the two fields of work were very different; the incessant mingling of seminary and college students was not fortunate; the double and immediately sequent use of class rooms excited more and more protest. If either party were to move it might be supposed that the college would be the one. The title to the building was held by the General Synod of the church and the seminary was the work the church maintained. The college was the party occupying, as it were, by sufferance. Indeed there was someone to argue the de-

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parture of the college, its removal elsewhere, as that had been argued more than once in years before. A writer in the church paper, October 25, 1855, says that the two institutions should be separated, and that the college should be moved to a better place, that is away from New Brunswick; he holds that the location is unfavorable, that much growth is not to be expected in New Jersey, that the state has never been noted for liberality to colleges or schools, that New Brunswick is not a very attractive place to draw students from a distance, and that it is too near to New York, Princeton, and Lafayette. The editor of the paper promptly replied to the writer, affirming his argument to be both ill-founded and useless; he holds that the advantages of New Brunswick are very great, that removal is impossible—and adds that the time for dividing the institutions has not, in any case, arrived.

But the time of a divided residence was fast hastening. Neither institution was to leave New Brunswick; and it was the seminary that was to leave the fine old academic building. After all the building had been erected for the college and, wherever the title lay, the idea that it was the college building must have always prevailed; the conveyance really had been only for financial convenience. Moreover, the Covenant of 1840 had given the college very prevailing rights in much of the space within the building. Still more than that, the college work was by far the larger work; the number of students, the number of professors, the scope of the work, of course, all were quite beyond those of the seminary. It is theology that must really look for the new place. The movement for its new home had a sudden start one afternoon in July 1854. The seminary term, and the college as well, continued to the middle of that month. It was often very hot.

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At one time Dr. Campbell, ready always for the unusual, proposed that his seminary class meet him at five o'clock in the morning; and this was their custom, and their changed discomfort, for a while; then, as might have been expected, they went back to the old hours. That hot July afternoon two seminary classes together, 1855 and 1856, filed into Dr. Campbell's room, center, third floor, northwest. Students lingered at the window to catch some air. No one was in amiable mood. The usual prayer was offered. Then Dr. Campbell broke out with a vehemence not unusual. He bitterly protested against the necessity of seminary and college students alternately using the same room. He adjured the students not to stand it, to have a meeting, make protest, and call on the synod or the Collegiate Church or some one to build a theological hall for the sole use of the seminary. He called on them to be men and get some relief. Later in the afternoon all the seminary students met and took action; they appointed a committee, with Francis N. Zabriskie chairman; a paper prepared by them was sent to the faculty, was published in the church paper, and was passed on to the synod. The object set forth was achieved with remarkable swiftness. It came directly through Professor Ludlow and the Reverend William J. R. Taylor, a graduate of the seminary, 1844, and of the college, 1841. Dr. Van Vranken was also of much help in the movement. Dr. Ludlow had lived for nearly twenty years in Philadelphia; Mr. Taylor was minister of the Third Dutch Reformed Church in that city; in the membership of that church was Mrs. Ann Hertzog. The need of the seminary was put before her, the opportunity of erecting an enduring and useful memorial to her husband; and she consented to make the gift, providing \$30,000. for it. A site for the building was chosen, a few hundred feet

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north of the college campus. It was rough, unsightly ground, bare shale and bushes and little cedars; but it had possibilities. Most of the needed site was given by Mr. James Neilson, Sr.; Mr. David Bishop and Mr. Charles P. Dayton gave part; a part was bought with money given by Francis Wessels and Wessel Wessels of Paramus. The corner-stone of the Peter Hertzog Theological Hall was laid November 8, 1855, and the building, finished, was dedicated September 23, 1856. It was an imposing, spacious building, providing lecture rooms and library and chapel, beside living rooms and dining room for the students. Grading, much excavation, was done. A little more land was bought for street space, and Seminary Place was cut through. Trees of varied kind and abundant promise were planted. Within a few years houses for the professors were at either end of the new campus. A few years more and a library building was on one side of the theological hall and a lecture and gymnasium building on the other side. A few years more and the campus was coming to its present developed and altogether attractive form.

In 1856, then, the instruction in theology, the theological seminary, withdrew from Queen's Building and entered its own home; and the seminary students, who, like the college students, had found rooms in the homes of the city, established the first dormitory life that the New Brunswick institutions knew. The theological professors, however, continued in residence in the old building, Dr. Van Vranken in the east end and Dr. Ludlow in the west end; and Dr. Campbell still lived across the street; and all three continued to do some work in the college, work not fully agreeable to them and destined soon, under renewed protest, to altogether cease. Between the old college campus and the new seminary

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campus stretched the great block of land, bare, rough, gullied, now become the beautiful Neilson Campus.

Within a year of the great achievement, the erection of the theological hall, in which he had played so large a part, Professor Ludlow died. He had been in his professorship only five years; but in one way and another he had been a long time familiar and powerful figure in the story of the institution. To succeed him in the seminary the General Synod chose the Reverend Samuel Merrill Woodbridge. Accepting the office, he took up his residence in Queen's Building where Dr. Ludlow had lived; and he became professor of mental philosophy in the college, as Dr. Ludlow had been before him. He was Dr. Woodbridge at once by degree from the college. He was graduated from the University of New York in 1838 and from the New Brunswick Seminary in 1841; for three years of student life, therefore, he had been in New Brunswick and in the college building. In 1852 he became pastor of the Second Reformed Church in New Brunswick and he was there at this time. For five years he had been well known to the students of seminary and college as a minister of the city, as a preacher of unusual power, as a thorough student of the Scriptures. The church, on the corner diagonal to the church now occupied by the congregation, was filled, crowded at night, gallery and all, to hear the man of stirring thought and eloquence. He came, therefore, to his theological and academic work not as a man unknown, but as one well known and admired, at whose feet the students were willing to sit and learn.

It was only a little after this, at the end of the decade and the beginning of the next, that a group of changes in the teaching staff of the faculty came, as a group of changes had come at its beginning. Dr. Strong, who had taught

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mathematics since 1827, was now well advanced in years. In spite of his great learning and scholarly teaching and personal influence on such men as, at this very time, George William Hill, some questioning arose as to the wisdom of a change in that department. The same situation arose related to Dr. Proudfit and the department of Greek. The result was that both retired from active work in 1859. Dr. Proudfit continued to reside in the city and he gave himself to philanthropic and religious service until his death in 1870, being especially zealous during the Civil War. Dr. Strong was declared emeritus and he remained in his home in New Brunswick, greatly loved and honored, until his death in 1869. At the same time Professor Irvin resigned as professor of Latin. At the same time, still the year 1859, Professor von Romondt resigned as professor of modern languages. Two years later Dr. Van Vranken of the seminary who had continued to teach the evidences of Christianity and logic in the college died, both institutions thus sustaining great loss again in the death of a man of outstanding personality and power, a man who had given to them the last twenty years of his life with full devotion and strength.

In filling these places the trustees of the college builded well, served well the college's reputation and scholarly power. To succeed Dr. Proudfit they chose Howard Crosby, a man of ripe scholarship and unusual force of character, of fine personal quality and inheritance. He was graduated from New York University in 1844 and he had been professor of Greek there since 1850. As professor of Greek at Rutgers he was to make his mark very quickly. He was also a preacher of scholarly and forcible sermons and he was soon much in the service of the Presbyterian Church of the city. To succeed Dr. Strong they first chose Professor Elias Loomis

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of New York University, graduate of Yale, his name well known to many generations of students by the algebra he gave them, and, when he declined the call, they chose Marshall Henshaw, principal of Dummer Academy at Byfield, Massachusetts. Mr. Henshaw was a graduate of Amherst, class of 1845, and had been for ten years at the academy. He was a licensed preacher but never became pastor of a church. He was a mathematician of high rank and an educator of established reputation. As professor of mathematics at Rutgers his distinction was at once recognized. Succeeding Professor Irvin, the Reverend Theodoric Romeyn Beck, graduate of Rutgers, class of 1849, became acting professor of Latin; a year later DeWitt Ten Broeck Reiley, graduate, class of 1857, succeeded him as acting professor, and a year after that, in 1861, became full professor of Latin. In 1859 Gustavus Fischer succeeded Mr. von Romondt as professor of modern languages. In 1860 for the first time the title, professor of English language and literature, appears, when the trustees appointed to that office the Reverend Dr. John Forsyth, graduate of Rutgers, class of 1829, who had been professor in the theological seminary of the Associate Reformed Church at Newburgh, who had also been for seven years professor of Latin at Princeton, and who later was to become professor of ethics and of law, and also chaplain, at the United States Military Academy, West Point. In 1861 the Reverend Dr. Joseph Frederick Berg, distinguished scholar and preacher, was chosen by the General Synod to succeed Dr. Van Vranken in the seminary; and pursuant to custom, in formality alone, the trustees also appointed him professor of theology and he took up in the college the teaching work in the evidences of Christianity and logic.

The appointment of Professors Crosby and Henshaw in

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1859, added to the recent appointment of Professor Cook, gave to the latter part of President Frelinghuysen's administration a new zest and promise. An extraordinary class, 1862, had entered a year earlier; and the Civil War was soon to seriously affect succeeding classes; but some tonic in the college atmosphere was newly apparent. The press comments on the enthusiasm for study awakened among the students by Professors Cook, Crosby, Henshaw, and Beck, and on the belief that Rutgers College is at the start of increasing resources and power; it represents the president as contemplating the future with new satisfaction and anticipating students and friends and money drawn by the excellence of the teaching staff. A correspondent of a Philadelphia paper tells of a visit to New Brunswick in 1860, of the good fortune of Rutgers in securing Professor Henshaw, of the impressive preaching of Professor Crosby in the chapel, and of the beauty of the college campus—the last a happy word in contrast with word about the campus of some years before. The students in their own affairs show some widening interest. Their Quarterly in 1861 tells of the college songs which have been handed down and calls on all, for the relaxation and fellowship of it, to keep up the college singing. And it says: "Ball playing became quite the rage last Fall [1860]. Two well contested matches were played between the juniors and the sophomores"; the playing should be encouraged, it says, since it in some measure supplies the exercise for which the longed-for gymnasium would more adequately provide. Hardly yet had there come an awakening to the superior value of exercise outside rather than inside gymnasium walls. Of the attendance in the fall of 1858 the Quarterly says: "Never have so many States been represented and never has so large a Freshman class entered our col-

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lege." And here in 1859 we have the college affection and devotion talking of "Old Rutgers" as we call it still, and as Hoffman wrote of it in the forties.

Then came the Civil War to cut into the college life and claim its large place in the college annals. Just before the crisis came, the start of the great conflict, the college had had the privilege of seeing Abraham Lincoln. On his way to Washington for inauguration, February 20, 1861, 11 a.m., his train stopped at New Brunswick; it stood for a few minutes at the grade crossing, George Street and Somerset Street, just opposite the college. On the rear platform of the train Lincoln stood, with the Honorable John Van Dyke, father of Professor John C. Van Dyke; and he spoke to the people, citizens and students, crowded about him; and tradition says that he spoke of the college and of his regret that a college education had been denied him. Sumter was fired on, April 12, 1861. President Lincoln called for troops. The whole country was stirred. New Brunswick was alive with its old time patriotism. Rutgers College stood ready to play its part. President Frelinghuysen was of pioneer patriotic stock, through life he had given himself fully to the national service, his voice now had no uncertain sound. On the campus, May 23, there was a raising of the stars and stripes, a flag made for the college and presented to it by the ladies of New Brunswick. The president himself raised the flag and he spoke his patriotic message; speeches were made by Garnet B. Adrain, graduate of Rutgers, class of 1833, at that time member of Congress from the district, by Professor Henshaw, and by one of the city clergymen; informal speeches by Professor Cook and Professor Forsyth followed; stirring songs were sung. In his speech President Frelinghuysen said: "From all I see and hear and feel at present, I

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think I can inform Governor Olden, when he wants more soldiers, that he can have one hundred able-bodied and able-throated men from Rutgers College on one day's notice." His baccalaureate at Commencement dealt with the national situation.

The first student to enlist was Robert Ainslie Johnson, class of 1861, who left college but returned on furlough to receive his degree; he enlisted as a private in the 1st New Jersey infantry and later became first lieutenant in the 48th New York volunteers. His classmate, Ernest L. Kinney, entered the service at once on graduation and finally was made brevet captain and major for gallant and meritorious conduct. Edwin Yates Lansing who had been a member of the same class for two years reached in the service the rank of brevet major. Twenty undergraduates quickly followed Johnson and Kinney. At the Commencement of 1862, three months after the death of President Frelinghuysen, the college degree was given five men of the class who had left to join the army, William Henry Harrison Ayars, Francis Suydam Keese, Nicholas Wyckoff Meserole, George Seibert, and Nathaniel Hixon Van Arsdale. Feeling ran high and strong. At the Junior Exhibition the night before, Admiral Charles S. Boggs, distinguished citizen of the city, commander of the *Varuna* which sank five confederate gunboats at New Orleans, whose compass, the only thing saved from the *Varuna*, is in the college historical collection, entered the church during a selection by the band. He was greeted by a storm of applause which would not subside until the music of the band ceased. Ayars was wounded five times but fought through the war, engaged in many battles, and became lieutenant colonel of the "Louisville Legion," Kentucky volunteers. Keese was in many battles and rose from private

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to be brevet colonel in the New York infantry. Meserole, too, was in many battles and he rose from private to lieutenant colonel, promoted for gallant and meritorious services. Seibert enlisted as private, was wounded in the seven days campaign before Richmond, and was discharged because of disability. Van Arsdale saw much service and became lieutenant in the New Jersey volunteers. Another member of the class, William Henry Dill, enlisting as private in August of that year, engaged in many battles and became major in the New York volunteers. The class of 1862 was represented in almost every battle of the war. In the spring of 1861, toward the close of his sophomore year, William Henry Pohlman, class of 1863, enlisted as private in the New Jersey volunteers; he became first lieutenant; he was in all the battles of the Army of the Potomac, from Bull's Run to Gettysburg; commanding his company at Gettysburg, July 3, he was wounded, his left arm shattered; he continued in the field; he was again wounded, his right wrist struck and an artery severed; and death soon followed. In 1862 John McGaffin, undergraduate, class of 1864, enlisted as private in the New York volunteers; at the siege of Port Hudson, 1863, he was killed instantly by a shell from the rebel batteries; and he was buried where he fell. In 1862, at the close of freshman year, Simon Wyckoff Nevius, class of 1865, enlisted as private in the New York volunteers; he became corporal, then sergeant; he was wounded in the battle of Salem Heights, and he died two weeks later.

Graduate and sometime students of classes through many years back were enlisting at the same time, of course. Almost all advanced in rank. They made record in the service which brought honor to themselves and the college. There were chaplains and surgeons as well as soldiers under arms and

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in command. They also were not without their supreme sacrifice. Sidney M. Layton, class of 1838, was commissioned first lieutenant, New Jersey volunteer infantry, in 1862, was promoted to be captain a year later, and was killed in action near Petersburg, Virginia, June 16, 1864. Edward Pye, class of 1844, lawyer and judge, raised a company of New York volunteers, advanced in rank from captain to colonel, was in many battles, with his men giving extraordinary service at Gettysburg, and in the battle of Cold Harbor was mortally wounded; he died a week later and was buried there. William James Cockburn, class of 1853, lawyer, enlisted as private in the New York volunteers; he was made lieutenant for good service at the battle of Chancellorsville; he was mortally wounded at Gettysburg; he died a little later. Theodore Strong, Jr., class of 1857, son of Professor Strong, lawyer, first lieutenant in the New Jersey volunteers, died in the service, 1863. Myron Winslow Smith, class of 1858, lawyer, was captain in the New Jersey infantry; he became later acting assistant adjutant general of the 1st brigade, 3rd division, 18th army corps; "shot and died, October 5, 1864." The graduate to reach highest rank was George Henry Sharpe, class of 1847, of Kingston, New York, son-in-law of President Hasbrouck, lawyer and banker. He entered the service, 1861, as captain in the New York volunteers. He became colonel and was successively on the staff of Major General Hooker and Major General Meade, commanding the Army of the Potomac, and of Lieutenant General Grant, commanding the Armies of the United States. He became brevet brigadier general in 1864, and major general in 1865. He later became active in political life and held important offices.

Two graduates at least were in the confederate army:

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George W. McNeel of Texas, class of 1860, major; Andrew B. S. Moseley of Georgia, class of 1861, captain. One undergraduate, J. Greenlie McNeel of Texas, class of 1862, left college and joined the confederate army; and he was killed in battle in 1862.

The ordinary course of college affairs was not greatly affected by the war circumstance. The work went on quite the same, but the classes, in number continuing to graduation, felt the effects. The class of 1863 had only sixteen to graduate while eighteen members had dropped out. The class of 1864 had eleven to graduate while twenty-one had dropped out. The class of 1865 had fourteen to graduate while fifteen had dropped out. The class of 1866 was back to usual form. But the class of 1867, entering in 1863, showed marked decrease at entrance; only seventeen men entered; the preceding class entered twenty-eight; and the succeeding class entered twenty-three. In 1865 twenty-two entered; and, beside them, thirteen in the newly organized three year scientific course who in due time were graduated with the class of 1868.

In the midst of the war time, after twelve years of devoted service in the president's chair, Theodore Frelinghuysen died. He was well advanced in years and he had served well his day and generation. Much opportunity for usefulness had come to him and many honors had fallen to his lot. Rutgers College had shared his distinction and honored its calling under his directing hand. In 1862, April 12, he was taken; and there was great sorrow. The Commencement exercises that year were presided over by the Reverend Dr. Thomas DeWitt, of the Collegiate Church of New York City, a trustee.

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William H. Campbell

CHAPTER XII

THE TIME OF PRESIDENT CAMPBELL

THE trustees, seeking a successor to President Frelinghuysen, turned quickly to a man already on the ground, one who was even then serving the college although his chief work was in the seminary, one with whom and with whose work they were very familiar. It was natural that they should think of Dr. William H. Campbell, for he was an outstanding man in scholarship and in all-round vigor of life. He was learned in the Scriptures; he was a masterful teacher; he was strong in public address; he was well known in the church at large; he had shown some executive force and skill. They chose him president, July 1, 1862, and a committee waited upon him with the word. He was happy in his seminary work; he probably did not covet the burdens of the new office; and he declined the call. Later in the month further conference was had with him and the trustees secured his acceptance conditioned upon his remaining free to carry on his seminary work during the ensuing year and the providing of a proper salary. The salary given him for the one year while he yet served the seminary was \$800.; after that it was to be annually \$2100. with the use of the President's House. He was again formally chosen by the trustees, September 16; and he was inaugurated June 16, 1863. Dr. Campbell was to continue president for nineteen years. His entrance upon the office was the beginning of a new era in the college life. Events immediate upon his taking office were so distinct a departure from things as they had been, and his aggressive leadership and real achievements through a dozen years and

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more were such that the college dates its annals from his inauguration almost as clearly as it does from the revival under Philip Milledoler in 1825. In permanent endowment, in buildings, in staff of instruction, and in number of students it had substantial increase. The establishing of a new course of study, recognizing college curriculum and degree without the classics, was a radical movement of much immediate import and the initial factor in an enterprise which quite long after his time was to assume very large proportions. While this is all very true, the confirmed estimate of Dr. Campbell's administration, nevertheless the movement thus begun and for some years well advanced did not in the end show increase of the student body, did not show strength in numbers fully sustained. When the first decade was past and the second decade was well advanced, the pro and con of Rutgers' progress or decadence began to be debated.

Dr. Campbell had a large faculty situation to meet at once. With him were Professor Cook, chemistry and natural science, Professor Reiley, his son-in-law, Latin, and Professor Fischer, modern languages. Professor Crosby, Greek, had left, and Professor Henshaw, mathematics, was just leaving. Professor Crosby's preaching ability and strong personality had made him much sought for by the Presbyterian Church of New Brunswick; he preached much in its pulpit; and in 1861 he received a formal call from the church, accepted it, and was installed pastor. This was only two years after his coming to his professorship at Rutgers. The idea was that, as he had served the church largely while teaching at the college, his work at the college would continue as usual even though he was the formally inducted minister of the church. The trustees, possibly having always somewhat disapproved of the double work, distinctly disapproved

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of the new situation created, and they made known their disapproval, their unwillingness that the situation should continue. The church communicated with them asking that they change their attitude. A communication was also received from Professor Crosby, in April 1862, stating that he proposed to resign his pastorate of the church in May. The actual issue of the matter was, however, that in February 1863 he resigned his professorship in the college. A professor of rare scholarship, teaching aptness, and personal charm was thus lost to the college. Dr. Crosby did not again take up teaching anywhere. He was soon in the pastorate of an important Presbyterian Church in New York City where, in the memory of the present generation, he was a man of outstanding influence not only in his own church but in the church at large and in the civic life of New York. Professor Henshaw also, after four years of service, resigned at the end of the same college year, July 1863. He resigned to become principal of Williston Seminary where he remained until 1877; later he was a lecturer at Amherst College. To fill Dr. Crosby's place as professor of Greek, the Reverend David Cole was chosen, graduate of Rutgers, class of 1842, a man of varied attainments, who had taught from the time of his graduation, had been principal of the Trenton Academy from 1851 to 1857, and had been ordained to the ministry in 1858, sixteen years after his graduation from college. His interests were historical as well as educational and ecclesiastical and he had always been most actively interested in his Alma Mater and all alumni concerns. To fill Professor Henshaw's place in mathematics the trustees chose a man destined to be a very valued servant of the college, a man of much distinction in the teacher's chair, of far-reaching influence in educational affairs and, finally, of service to Rut-

HISTORY OF RUTGERS COLLEGE

gers as a trustee and secretary of the board, a citizen, a churchman, and a gentleman, held always in grateful remembrance. They turned again to the Albany Academy and chose David Murray. He was principal of the academy as Dr. Campbell and Dr. Cook had been before him. He was a graduate of Union College, class of 1852, and in the year of his coming to Rutgers, 1863, he received the degree of Ph.D. from the Regents of the State of New York. In the classroom and in the general life of Rutgers, and in the city life as well, he proved at once a man of unusual power and usefulness. The training in mathematics given by him was a fine asset of the college, as was the personal quality appreciated by both students and colleagues.

These changes in the separate college faculty early in the decade had added to them some change in the service rendered by the professors of the seminary. The old recurring question of release of these professors from college work was now answered and settled very definitely in one instance. The matter was subject of a report by a conference committee of the trustees and the synod of the church in 1861 which set forth a firm stand taken by Dr. Woodbridge, who, it appeared, had declined to serve any longer as professor of mental philosophy and had actually discontinued such service. A communication from him states that he had done this teaching for four years, ever since his call to the seminary in 1857, and ought in all propriety to do it no longer; that the seminary needed his full time and strength and that the college ought to have more attention than he was able to give it under the circumstances. The trustees conceded the justice of the stand he took and he probably did not resume his college work, although no successor with his college title appears in the faculty for two or three years. Dr. Berg, how-

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ever, no doubt continued his service a little longer. Then, in 1863, Dr. Forsyth, professor of the English language and literature since 1860, resigned. Thereupon the trustees looked for someone to fill his place and at the same time the place of Dr. Woodbridge. They found and appointed a man who was to become an outstanding figure in the story of the college, of service long continued, varied, and able, and who in a personal, public, and representative way was for many years to be a foremost exponent of the life and spirit of Rutgers. He was a son of the college, the Reverend Theodore Sanford Doolittle, class of 1859. He was made professor of rhetoric, logic, and mental philosophy. He had gone through the seminary after graduation from college and, at the time of his election, 1864, had been for two years in the pastorate of a church. He now entered upon his great life work which was to cover nearly thirty years. He came well known and with no little prestige already in the college circle. His recent graduation had been with high honor. He had shown marked literary and oratorical ability. He was recognized as a man of fine taste and broad attainments. He had been a leader among the students as well as a diligent scholar. He had been editor of the Rutgers Quarterly. In a crisis of the Greek letter fraternity relation with the trustees and faculty, in the chapel one day, he had risen and protested against a word spoken that no student at Rutgers could belong to a secret society and be a Christian; he said that he was a member of the Delta Phi and considered himself a Christian; and the stand he took did much to determine the final issue favorable to the fraternities. In the work of the religious revival of 1856-7 he was a leader. His warm friendship with fellow students was revealed in the life-long intimacy and annual reunions maintained by him

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and three classmates, Justice Jonathan Dixon, of the Supreme Court of New Jersey, Judge Henry W. Bookstaver, of the Supreme Court of New York, and Judge William H. Vredenburg, of the Court of Errors and Appeals of New Jersey. Until he passed away, the first of the four, these men of 1859, two of Delta Phi and two of Zeta Psi, cherished their friendship of old college days. Professor Doolittle became so versed in many fields that he could serve in not few departments and, as time went on, he did add to and vary very much his work of instruction. He knew the fine arts, architecture in particular, and he gave courses in that subject. Later on he yielded the department of English to a new professor of that subject, and gave his chief attention to psychology and philosophy. He was fond of music, and he was fond of nature. He read largely and broadly; he had a remarkable memory and a graceful, perhaps ornate style of writing. He was a preacher constantly heard in the pulpits of the churches. He was a writer for the press, the associate editor of a religious weekly. He was of a social temper and had a wide circle of acquaintance and of friends in all walks of life. When anything was to be written about Rutgers, when anyone was to speak for Rutgers, Professor Doolittle was to be depended upon. He was the very essence of loyalty to his Alma Mater. He was a man of warm sympathies and of supreme devotion to the church and the faith.

One other addition to the faculty of no little importance was made at this time. For the first time history appears as a distinct subject of instruction, for the first time appears in a professor's title. In 1863 the Reverend Cornelius E. Crispell, graduate of Rutgers, class of 1839, was appointed professor of ancient and modern history. He was also made rector of the Grammar School. He had been in the pastorate of

TIME OF PRESIDENT CAMPBELL

churches; he was to remain with the college and the school for only three years; he then became a professor in Hope College and then a professor in the Western Theological Seminary; later he returned to the pastorate of a church in the east to serve in that until the end of a long and honored life. He was a man of learning, of diligent and scholarly work, but especially of theological mind. Under him history hardly gained prestige or even place as a department. His service in that chair was, however, a perhaps necessary prelude to the strong, developed department wrought into the college program by his successor.

President Campbell, busy with the organizing of the faculty, finding so many new members for it, did not make least delay in effort for new resources, for the sinews of war. He felt the absolute necessity of larger support and his administration was to be promptly and repeatedly marked by substantial increases, placing it on a financial foundation totally different from that known before. He made his effort directly within the bounds of the Dutch Reformed Church, among its members and its parishes. The trustees resolved, February 2, 1863, to secure \$100,000. if possible and appointed a committee to organize and manage the movement; of this committee Dr. Campbell became chairman. The committee met at the General Synod's rooms, 103 Fulton Street, New York, March 7; twenty-four men were assigned to the field, the territory in New York and New Jersey being divided into districts. In June Dr. Campbell appeared before the synod and presented his cause. A committee appointed by it considered the matter, recited the story of the college's origin, and of its difficulties, and urged a generous response to the appeal. The scholarship form of gift was urgently set forth; \$1000. or \$500. to create a permanent

HISTORY OF RUTGERS COLLEGE

scholarship fund; a gift of \$100. to be received as full tuition payment for the son or sons of the donor of such amount. The proposal of a Theodore Frelinghuysen presidential fund was made and for it six gifts of \$5000. each were asked; three such gifts were offered, one by James Myers of Brooklyn, one by James L. Schieffelin of New York, and one by Stephen Van Rensselaer of Albany; but the other three apparently were not assured. The subscription in the churches of New Jersey progressed well; the churches of New Brunswick were reported in October as having subscribed \$11,400. In the Collegiate Church of New York, from its treasury or its members, the endowment of a professorship was sought but not entirely secured; nevertheless the professorship to which Dr. Doolittle was called was entitled the Collegiate Church Professorship; and the title still remains. The trustees at their meeting the next Commencement, 1864, received report that the \$100,000. sought for had been more than secured, that the amount subscribed was \$131,650.87. Other amounts were added until no less than \$144,758.84 appears as the "new endowment" of 1863-4, a large sum for those days. The securing of such an amount so promptly was not only a most important addition to financial resources but as well a fine confirming and strengthening of Dr. Campbell's position in the college leadership and in the educational world. As the decade advanced other increases to endowment came, especially the specific bequest in 1867 of Abraham Voorhees of Six Mile Run, \$25,000., increased by his residuary bequest to \$54,038.27. Especially large increase to endowment came again at the beginning of the next decade when, as of the college centennial celebration, 1870, \$121, 245.41 was subscribed. In the course of the years some bequests followed Mr. Voorhees' and several prize foundations were created.

TIME OF PRESIDENT CAMPBELL

At the very time when the college, and particularly the president, was seeking and securing large endowment from the Dutch Reformed churches and their church members, the relations between the trustees and the synod were coming to a new adjustment. The situation had matured to a point where decision of great moment could be made. While one new item of agreement was entered into yet all official partnership was dissolved and the college became fully independent of the synod and of the seminary as it had been at the beginning. It is interesting that this change could be advocated and effected just at the moment when gifts from the churches were pouring in; it is significant of the fact that the people of the old stock did not think of their inherited and fostered interest in Rutgers College as dependent upon a formal covenant or cooperation between it and the school of theology. It is significant of a deep and urgent feeling that the interests of each were best recognized, academically and financially, by the removing of all semblance that remained of technical interdependence, and that the service of each to the other would not fail but would prosper when such action was taken. The large concrete thing in the action impending was the return by the synod to the trustees of the building with its campus, the Queen's Building owned by the synod since 1825 and occupied at the ends as residence by seminary professors.

The final stage in the procedure to this end began in 1861 when Professor Woodbridge declined to give further service in the college and when a committee was appointed by the synod to consider the release as soon as possible of all seminary professors from all college work, that is Dr. Berg, just elected, and Dr. Campbell, as well as Dr. Woodbridge. This committee reported in 1862 that an end of this teaching co-operation was advisable; a second committee said the same

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thing but called attention to the fact that under existing arrangement the college was required to appoint as its professor the professor of theology appointed by the synod, that certain duties thus fall to him which he is willing to perform and that interference is scarcely possible. However, in the same year, 1862, the trustees had appointed a committee to make complete investigation of the relations of the trustees and the synod, a very strong committee, Messrs. Peter D. Vroom, John A. Lott, Joseph P. Bradley, and Frederick T. Frelinghuysen; and at the session of the synod the conclusion which the trustees had reached was presented. They set forth that the seminary professors had now been actually released from college work except the professor of theology, Dr. Berg; that his duties were nominal and that he now asked to be released from them; that they, the trustees, now propose the annulling of the past covenants which started with the Covenant of 1807; that each institution is now well able to stand alone. The matter soon advanced to proposal of reconveyance of the college property by the synod to the trustees, to negotiations for the accomplishing of this, to study of terms on which it could be appropriately done. By 1864 this had all been agreed upon and the transaction was carried out. The synod had acquired the property at hardly more than a nominal sum and it had no disposition to make money by its sale back again. Van Nest Hall and the President's House were owned by the trustees, built on ground leased from the synod. It was agreed that the purchase price for the Queen's Building and all the land be \$12,000. The college paid this amount and the title was again vested in its trustees, a strange situation of nearly forty years being thus corrected and the college being once more the owner of its own home. In the articles of sale, however, there was in-



David Murray



T. Sanford Doolittle



De Witt T. Reiley



Jacob Cooper

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TIME OF PRESIDENT CAMPBELL

served the provision that henceforth three-fourths of the members of the Board of Trustees must be members in the communion of the Dutch Reformed Church. There never had been any such provision. Custom had maintained probably about that number of such communicants or even more. The new requirement was not looked upon as an asking of the unusual or difficult. The trustees were, no doubt, as agreeable to it as the synod. As the years went on, however, it was to become an unwise provision; toward the end of the century, 1891, the necessary quota was reduced to two-thirds, and early in the present century, 1909, release from even this was agreed upon. It was arranged that the \$12,000. received by the synod be used for the erection of houses for the seminary professors, two of the professors being still housed in the Queen's Building. Accordingly two houses were built at the College Avenue end of the seminary campus; into one of them Dr. Woodbridge moved; into the other moved Dr. John DeWitt, son of the early professor in the seminary and in the college; he had been called by the synod in 1863 to succeed Dr. Campbell in the seminary on his becoming president of the college. The seminary also bought the house opposite the east end of the seminary campus which had been built by Professor George H. Cook; and into that Dr. Berg moved. In 1868 the seminary built the house at the east end of its campus, corresponding to the two at the other end, to be occupied by Dr. David D. Demarest who had been called in 1865 to the fourth seminary professorship, created at that time. In 1866 the use of Queen's Building as residence finally ceased; in succession the east wing had been occupied by Professor Vethake, Professor DeWitt, President Milledoler, Professor Van Vranken, and Professor Berg; in succession the west end had been occupied by Professor Schureman, Mr.

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Mabon, Professor Woodhull, Professor Cannon, Professor Ludlow, and Professor Woodbridge. On one of the small window panes in the west end, third floor, south, may be seen scratched in, the name of John Schureman Cannon, son of the professor, who was in the class of 1839 and died in April of that year; and, on the second floor, south, the name of a member of Dr. Woodbridge's family; the one written in the glass more than four-score years ago, the other written at least three-score years ago. To say that at this time old Queen's ceased to be professor's residence is scarcely true, for soon thereafter a new professor, later much distinguished, took up his bachelor quarters on the third floor, west, and lived there for more than thirty years, until his resignation in quite recent time. When Dr. Woodbridge moved out, the west end was in general turned to class and office uses. When Dr. Berg moved out, the east end was given to class uses, the first floor having its interior changed and being made the room for engineering and drafting at that time newly emphasized in the curriculum.

Pursuant to the plan of separation and prior to removal from Queen's Building, in 1864, Dr. Berg formally resigned the work in logic which he had been maintaining, Professor Doolittle taking that subject, as he took the mental philosophy from Dr. Woodbridge and the English from Dr. Forsyth. Dr. Berg continued to hold the title of professor of theology in the college, however, until 1867; and he probably continued to teach the evidences of Christianity until that year. The synod had, in 1865, relinquished the privilege of nominating the man whom the college would choose as professor of theology; when, therefore, Dr. Berg resigned his title of professor of theology in the college, the trustees simply appointed Dr. Campbell to that, thus con-

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tinuing the nominal obedience to the charter, and committing to him the teaching of the evidences of Christianity with the moral philosophy and Biblical languages he was already carrying. It was the last even nominal appointment to that title; for forty years, since his resignation in 1882, even the title has not been known.

In addition to this outstanding event in the initial years of the administration of Dr. Campbell, the readjustment with the church, there was another event of a very different sort, the two, one not at all concerned with or determined by the other, setting the college forth on a new way of life. This second great event was the assigning to Rutgers College by the State of New Jersey of the responsibilities and benefits of the land-grant act of the Congress of the United States. With a singularly forward vision and a remarkable rise above the war circumstance, the Congress had, in 1862, passed the act of which Senator Justin S. Morrill of Vermont was author and chief champion, directing the assignment of United States lands to the several states in proportion to the number of senators and representatives in the two houses of Congress, thirty thousand acres for each, the grant to become available as the states might severally accept it for the purposes proposed in the act. The act proposed that the proceeds from the sale by any state of such public lands assigned to it should become a permanent endowment of a college or colleges in that state, especially maintained for the benefit of agriculture and the mechanic arts. It will be remembered that as early as 1836 the Honorable James Parker had called the attention of the trustees of Rutgers College to a movement in Congress to make grant of public lands to certain literary institutions, and that a committee of the trustees was appointed to take cognizance of the mat-

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ter. Perhaps there was no idea of special type of instruction in mind at that time. Nothing came of the proposal. About twenty years later Senator Morrill came to the same idea of land-grant but with the thought of a distinctive sort of education. There was a feeling abroad, and he championed it, that the colleges of the country were too exclusively classical, in any case not sufficiently adapted to the needs of men looking to so-called more scientific or mechanical or practical vocations in life than theology, medicine, and law, not sufficiently adapted to the dignifying and developing of such industrial vocations. Such vocations, scientific and practical, he considered to be, in a fundamental way, agriculture and the mechanic arts. These were fundamental to national life and prosperity; they had lacked searching study and courses of instruction for those wishing to enter them, and they could not or would not come to their proper position through the purely private support, but only through public support by the states or the United States. There was at this time, indeed, one agricultural college founded, the one which still abides in strength in the State of Michigan. At Rutgers one is reminded at once of the paper published in 1819 by Simeon DeWitt, class of 1776, "On the Necessity of Establishing an Agricultural College."

Justin S. Morrill, in thinking through his problem and working out the details of his plan, was not without broad views and wise breadth of undertaking. He was of no mind to let such education be of low grade, a primary or secondary school; the college he had in mind must be of college and university grade. He indulged no fancy that the education in agriculture and in mechanics was chiefly an education of the hand or that it could content itself with slight searching into the real science of things; the college he had in mind

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must give itself directly and largely to the study of science in lecture room and laboratory. More than that, he realized that agriculture and the mechanic arts were but a part of the field with which such a public-supported college might well have to do; the college he had in mind, therefore, while it recognized in first place agriculture and the mechanic arts, must also be allowed and encouraged to educate men for the other industries and professions of life. Still more than that, he had no prejudice against the classics or other literary studies; they might be of use to the man studying for agriculture or the mechanic arts; they might be quite necessary for the man studying for other vocation or profession approved under the law; the college he had in mind, therefore, would be explicitly charged not to consider even the classics as excluded. Further, the country might need, when it came to the final consideration and adoption of the act was needing, the support of its young men on the field of battle, and training for such service was much in point, and an institution sustained by public funds might properly be asked to require the young men benefiting by such support to give some time to such national preparedness; therefore the college he had in mind must include military instruction. Further, the benefit was to be freely disposed through the states; they were to receive the federal grant quite as their own; they were to reap the benefits from the education provided; the college he had in mind, therefore, ought to be supported by the state as well as the United States and the best way to insure that would be to fix the federal grant as for income and support alone, leaving all lands and buildings and the completing measure of support to the states or the institutions themselves. Further, while the federal government might wisely make its grant of endowment fund to

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the state and to its college by its gift of land, nevertheless it was not wise for the government to enter into the direction and administrative control of the college in any state; the college he had in mind, therefore, should have no federal management other than that appearing in the terms of the act describing the institution to which alone the grant might belong. Once again, the federal government, while granting the land endowment and encouraging the creation and maintenance of such a college, would not undertake to create the institution itself, to choose it, or to dictate to the state the choice of institution to be made; the state must establish the institution if it was to have it at all; it might decline the gift, simply omit to establish the institution, if it chose to do so. If the state chose to have such an institution, if it wished to accept for itself the offered support, it might create an entirely new institution, or it might build the new institution into an existing institution of its own, or it might take an existing institution not intrinsically its own and commit to that, under such provisions as it might devise, the work called for by the law. Having created its institution in one way or another, the state would be expected to sustain it in any appropriate manner and degree.

Senator Morrill's first bill was introduced in the Congress of the United States, December 14, 1857; a substitute bill passed the House of Representatives and the Senate in February, 1859, and President Buchanan vetoed it. Senator Morrill's later bill passed both House and Senate in June, 1862, and it received the signature of President Lincoln, July 2, 1862.

Virtually all the states accepted the provisions of the act and as other states were admitted into the union they too accepted them. In most instances the states created their

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own new institutions or attached the new educational program to their own college or university already established. A few selected already existing institutions not formally their own and committed to them the new work and support. Vermont thus chose the University of Vermont. Massachusetts, so far as the mechanic arts were concerned, chose the Massachusetts Institute of Technology. New York, after some delay and earlier different action, chose Cornell University. In New Jersey the question was taken up with little delay. It seemed hardly probable that the state, so small and with two vigorous colleges, Princeton and Rutgers, already within its borders, would establish a third college, a college all its own. The expense of the foundation and of the annual support would be very great, and much of the instruction necessary would be only a duplication of that given in the existing colleges. Nor was it imagined that the demand for the offered education would be very great. Both Princeton and Rutgers were alive to the situation. At Rutgers Professor Cook was, of course, deeply interested; education in agriculture was a ready outgrowth of the trend his scientific mind had been taking for years. Professor Murray also gave the matter his close and intelligent interest. Possibly independent of the land-grant question, more probably in view of it, the trustees authorized, in 1863, the organizing of a new course of study, a scientific course. At their meeting, January 13, 1864, they received a communication from the faculty, calling attention to the expediency of effort to secure the assignment of the land-grant. They then resolved to petition the Legislature for it; and they appointed a committee, the Honorable Peter D. Vroom, chairman, to present their memorial. They also formally resolved that the scientific course of study, already proposed and authorized, be

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organized under the name of the Rutgers Scientific School. Princeton organized its scientific school about the same time and gave attention also to the land-grant question. The normal school of the state also felt that it might be the proper place for the new educational assignment; but this was not of college grade. Joseph P. Bradley, Frederick T. Frelinghuysen, and Cortlandt Parker were strong representatives of Rutgers in the matter; and Professor Cook was an especially able and influential factor in the situation, for he knew the state and its people knew him, and he spoke with authority on the education with which the proposal had to do. The Legislature acted early in the spring, 1864. The act naming the trustees of Rutgers College as the body to administer the proceeds of the land-grant sale, applying it to work in the Rutgers Scientific School, was passed by the senate, March 25, by a vote of twelve to six; and it was passed by the house, April 1, by a vote of fifty to one. The act, while committing to the trustees the responsibility of administration, provided for a Board of Visitors with appropriate functions, to be appointed by the governor. The committee reported to the trustees, April 13, that their work was done. The board then accepted the assignment made by the state.

The amount of endowment received by New Jersey, its income to be administered by Rutgers College, did not prove large. In some states the amount received proved very large; the land assigned to New York was of course a much greater area, it had substantial and increasing value, and it was handled with skill, under a special arrangement, by Ezra Cornell; part was sold at once, part from time to time, and part is yet reserved for future sale; its proceeds are a large endowment. The land assigned to New Jersey, 210,000 acres, was quickly sold by commissioners appointed by the

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state; the proceeds were \$116,000.; and that amount is held by the state in trust for the college and with obligation to pay five per cent, \$5,800., upon it annually. While the annual income thus newly accruing to the college was not large, it did make possible the appointing of new instructors in the necessary scientific subjects and the maintaining in very modest way of the excellent course of education called for by the federal act. As the initial act, however, of a considerable series of acts, state as well as federal, the act of 1864 was of very large importance. Twenty-five years later both the Congress of the United States and the Legislature of New Jersey took up the program of the land-grant act of 1862 more largely and by various legislation thereafter made the state college work large, strong, and far reaching.

Any benefit to the college then or later was not without its accompanying burden. The trustees had to purchase a farm and equipment for it. They secured at a cost of \$15,000. the farm, about ninety acres, which had been the home of President Hardenbergh's grandsons, at the other end of the city from the college, the entrance to the much larger College Farm of the present day; they incurred about \$15,000. additional expense in providing equipment and adjusting the place to its new use. Professor Cook made his own home for some years in the spacious house that was there.

During the year 1864-5 the curriculum of the new scientific courses was in process of forming especially under the advice and direction of Professor Cook. It was to lead to the degree of Bachelor of Science. Three group courses were arranged, in agriculture, in mechanic arts which at Rutgers as elsewhere was interpreted as engineering, and in chemistry. The course of study was made three years, it becoming four years, however, after 1870. The requirements for admission

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were at the beginning only arithmetic, algebra, English grammar, and geography. Professor George H. Cook was made vice-president of Rutgers College; Luther Henry Tucker, graduate of Yale, class of 1858, was made the first professor of the theory and practice of agriculture. Brevet Major Josiah Holcomb Kellogg, graduate of West Point, class of 1860, was made the first professor of engineering; he was also made superintendent of the military instruction which, under the law, was at once established. John Conover Smock, graduate of Rutgers, class of 1862, was associated with Professor Cook as tutor in chemistry and he later became professor of mining and metallurgy. The first B.Sc. class entered in 1865, not few in number, thirteen, and of no small promise; of the number, seven continued the course to graduation in 1868. Almost all the class, if not quite all, however, came to study engineering. There was not then, and there was not to be for many years, any substantial demand for instruction in agriculture. All the states along the Atlantic seaboard were to have the same experience. In New Jersey it was nearly forty years before young men in any considerable number began to call for the agricultural course. Professor Tucker did not remain. Professor Cook became in time, as was quite inevitable, professor of agriculture, to the end of his life directing research and guiding the farmers of the state rather than teaching college students the science of farming. The engineering education, on the other hand, was sought for, and from the beginning on through the years there was the succession of students pursuing that course, many of them going out into large professional success. The dominance at first, almost exclusive place, of engineering in the new program at Rutgers and in other states, made the name "agricultural college" which



Edward A. Bowser



Isaac E. Hasbrouck



George W. Atberton



Carl Meyer

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had come to attach with the state college organization an especially wrong misnomer. Engineering had its place in the original act coequal with agriculture; the function of the college was in behalf of one no more than of the other; and vocations or professions beside these were in the program. Yet "agricultural college" crept into official papers, at first it is said by the carelessness or misunderstanding of a clerk, and it has kept its place in all the New Jersey legislation concerning the land-grant college. In 1873 at the meeting of the National Education Association President McCosh of Princeton challenged the land-grant act as wrongly providing money for exclusive purpose, and the colleges established upon it as failing to do the distinctive agricultural work expected of them. In his view of the colleges as very small in their fulfilling of this one of the primary proposals of the act, he was unquestionably right; and, as the years went on, and the people awaked to the value of the science they had not wanted, that came to be corrected. But Professor Atherton of Rutgers, presenting his view in the discussion, set forth the broad principle and platform of the federal act, its varied industrial and professional outlook, which apparently had not been apprehended, and made clear the error which helped to mislead, the error of the "agricultural college" title.

The students in the scientific courses in the earliest years formed a group by themselves in class organization. They even had for a time their own closing exercises on the Friday before Commencement, when theses were read in public. Their military company was somewhat reenforced by some classical students who voluntarily joined it, the company soon numbering about fifty and being supplied with arms from the War Department. For many years the classical

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and scientific sections, although they had become one in class organization and all class activities, remained as very distinct groups in the college registry. In the more recent years, with the multiplying of courses and the lessening of the purely classical study with even literary students, all students of any year have become more fully than ever members of one class, pursuing chosen studies in many groups.

At the inaugurating of the new course of study, the establishing of the college for the benefit of agriculture and the mechanic arts, it was naturally thought very desirable, even necessary, that a new building be erected on the campus to house the new and probably developing activities. The faculty in 1864 proposed to the trustees a plan for a building which would house the chemistry, agricultural chemistry, geology, and natural science in general. Nothing came of it at the time; but the plan was quite exactly carried out a few years later. One new building was erected at the time, however, the small observatory at the east end of the campus. The trustees record, April 11, 1866, the gift of this building with some scientific equipment by Daniel S. Schanck of New York, at a cost of over \$6,000. The observatory received then and later other equipment from other sources and has served useful purpose in the instructing of students and the service of professors successively in charge. With the lessened place of astronomy in the ordinary college curriculum in recent years its use is not so much in evidence as in time past.

Just past the middle of the decade there came changes in the faculty, or additions to it, of great significance in the college life, of great moment to the students of many years succeeding. In 1866, on the retiring of Professor David Cole, a man was chosen professor of the Greek language and liter-

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ature who was to teach at Rutgers for thirty-eight years and by his individuality and varied powers to make himself famous in its annals, Dr. Jacob Cooper. He was born in Ohio, was graduated from Yale in 1852, and received the degree of Ph.D. at Berlin in 1854. He was later ordained to the ministry, but his life-work was teaching. In 1873 he received the degree of D.C.L. from Jena, in 1874 the degree of S.T.D. from Columbia, and in 1895 the degree of LL.D. from Tulane. From 1855 until his coming to Rutgers he was professor of Greek at Centre College, Kentucky. He also served as chaplain in the northern army. He came to Rutgers with the prestige of great attainments in the languages, with a rare spirit of scholarly zeal, and with a remarkable capacity for sympathetic relation with students and with all men. He was so individual in speech and manner that he was to remain always in the especially vivid remembrance of his students and of all who knew him. His classroom became a place of unusual interest. His character and his personal thought for the students outside the classroom became a great asset of the college. He became a Rutgers man through and through, loyal to the utmost, withholding nothing from the great service. He became a whole-souled citizen of New Brunswick, by word and deed serving the city and its people. He became in effect a college pastor, and a city pastor associate with all the city ministers in works of comfort and mercy. His deeply religious spirit wrought not only through the practical and personal Christian ministries but as well through the sermons he preached in the chapel and constantly in churches nearby and more distant. He was versed in many languages; the Old Testament Hebrew was an especial field of his delight and of his mastery. He was a student of the philosophy of religion and of the philosophy of the mind

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and, in later years when a talented and trusted student of his was ready to take the Greek chair from him, he became professor of mental philosophy, teaching that subject for more than ten years, the last years of his life.

At virtually the same time with Dr. Cooper's coming, three young men, one of them not so young, came into the teaching staff as tutors, all of them graduates of Rutgers, all of them soon to become professors, two of them to serve for many years, one of them to round out a full half century of fine devotion to the teaching task at his Alma Mater. In 1866 Francis Cuyler Van Dyck, graduate of the year before, 1865, at Rutgers, after a year of teaching at Williams College returned as tutor in chemistry. In 1870 he became professor. In 1880 physics became his primary subject. From 1901 to 1913 he was dean of the college. He received the degree of Ph.D. from Union in 1888, and the degree of D.Sc. in 1910 and the degree of LL.D. in 1915 from Rutgers. In 1917 he became professor emeritus and his bow still abides in strength. Dr. Van Dyck, of acute scientific mind and a student in many fields of science, taught during his time almost every natural science in the college curriculum. He taught chemistry and botany and physiology and physics. He taught many sciences at one time. As the number of students and the staff of teachers of science grew and each science grew more specialized, he passed one subject and then another to some one else; and at the last he taught physics alone. His special interest in the study of electricity, in the applications of it at the time when the applied science of it was in its infancy, had fine issue in the training of one young man and another to become pioneers and leaders in the fields of electrical service and manufacture. His sense of humor, kindly temper, and informal way of imparting what

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he knew, added to his interest and skill in the making, repairing, and adjusting of apparatus, made the contact with him especially fruitful with the choice students who chose to spend time after hours with him in his laboratory. So, too, he won and always will hold a rare place in the affections of the students who passed through his lecture room.

A year later, 1867, Isaac Edgar Hasbrouck, class of 1865, became tutor in mathematics; in 1872 he became adjunct professor and in 1877 professor of mathematics. He remained in the faculty seven years more, until 1884, and during the latter part of his service he was librarian of the college also. The undergraduates were indebted to him, not only for his teaching service but as well for his service of them in their athletic affairs, he assisting them constantly and largely in the work of the athletic association which became in his time a fully organized body. On retiring from college he entered business life and he has continued in it until now. A year later, 1868, Edward A. Bowser, a graduate that year in the first group of men to receive the Bachelor of Science degree from Rutgers, became tutor in mathematics and engineering; in 1870 he became adjunct professor and in 1871 he became professor. He received the degree of M.Sc. in 1871, of C.E. in 1873, and of LL.D. in 1905 from Rutgers, and the degree of LL.D. from Lafayette in 1881. He taught for nearly a generation; he then received leave of absence and travelled constantly and widely; from 1904 until his death he was emeritus professor. In Professor Bowser the faculty of Rutgers had one of the most distinguished teachers of all its history and one of its most productive scholars, plainly the first among them all in putting forth works for educational use. He was a very unusual, not to say, in some respects, an eccentric man. He was of large and vigorous physique, of extraordinary

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mental gifts, especially in the field of mathematics; he was a master of teaching as a discipline and he was broad in his intellectual interests and amazingly informed by reason of much travel. He traveled much in early life. He was born in Nova Scotia and in his school days went to California. The vacations of the years spent there in study and in teaching school he spent in far parts of the earth, in Mexico, various countries of South America, the Sandwich Islands, British Columbia, Alaska. In 1865 he came east to the Normal School at Albany and was graduated from it the next year; then he taught a year in the Brooklyn Polytechnic Institute. He chanced to write Professor Murray concerning a mathematical problem; and the issue of that was that he came to Rutgers to enter the senior year and graduate at the age of thirty-one, and that he stayed to teach and write, to do his life work, there. He met his classes in the new engineering and graphics room first floor of Queen's, east; and, a bachelor, he made his home on the third floor of Queen's, west. In addition to his teaching and writing he served largely in outside fields of scientific work. He became at once connected with the United States Coast Survey at Washington and was connected with it until 1895. In 1882 a joint commission appointed by the States of New Jersey and New York, three men of each state, was created to establish the boundary between the states. Rutgers figured largely in the work. Professor Cook was one of the commissioners for New Jersey; Professor Murray was secretary of the joint commission; and Professor Bowser was put in charge of the actual survey. In this survey he made much use of students and young graduates of Rutgers who thus received from him special training for the engineering profession. The boundary was all re-surveyed and monuments were set up at each mile in-

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terval and at every crossing of a highway. Associated with Professor Cook, and largely assisted by his Rutgers men, he created the unsurpassed geodetic maps of the State of New Jersey. He was an expert in scientific questions of mining as well as surveying and often testified in court as such. Through a long period he put forth a mathematical text book nearly every year. The books were clear, concise, original, and they came into use widely in the colleges and universities of the land. He was an entertaining and eloquent public lecturer. He was worthy indeed to stand in the line of Rutgers' great mathematical teachers, Taylor, Adrain, Strong, and Murray. His interest in roaming the world did not die out; he indulged it as he could; and the last ten years of his life, his classroom duties surrendered, he spent quite entirely in that way. In 1910 he died in Honolulu, cared for by Rutgers graduates, eager to do him service and honor, and a service was held there; later the college gathered in memorial service in the chapel, around the urn wherein his ashes reposed.

A year after Professor Bowser's start of his teaching work, two more men came into the faculty, noteworthy, each in his own way, and each beginning a service of considerable duration. Since President Frelinghuysen's death in 1862 the subject of constitutional law had appeared in no professor's title; in 1867-8 Joseph P. Bradley had held the title of lecturer in it. After Professor Crispell's resignation in 1866 the subject of history appeared in no professor's title. George W. Atherton became professor of history, political economy, and constitutional law in 1869. He was a graduate of Yale, class of 1863, and he had served for two years in the northern army. In addition to serving as professor he was military superintendent at Rutgers from 1871 to 1880, succeeding

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Major Kellogg in that position. Professor Atherton remained only until 1882 but the thirteen years were years of very great efficiency, of very strong classroom work. He was a master in the subject he taught; he was a rigid disciplinarian; he required that work be done with fullness and with exactness. He did not abound, perhaps, in personal sympathy and he wrought more by fear than by love, no doubt; but he wrought well, and many a student looks back to him in gratitude for the mental discipline and the sound principles of civic and economic life received in his room. He was naturally interested in public affairs, in politics, and he was at one time candidate for election to Congress from the district of which Middlesex County is a part. He resigned in 1882 to become president of Pennsylvania State College and he remained in that office until shortly before his death in 1906. Under his strong and able leadership that college started and was well advanced on the remarkable progress which has brought it from its small estate at his inauguration to the very large proportions it now has.

Beside Professor Atherton there came, in 1869, Dr. Carl Meyer, professor of modern languages, succeeding Professor Gustavus Fischer who had resigned the year before. Professor Meyer was born in Germany, had studied at the University of Giesen and at the University of Halle, had been pastor at Homberg, and professor of ecclesiastical history and universal history in Bavaria, and had come to this country by reason of the political troubles in his fatherland. He remained professor at Rutgers thirty-two years, until his death in 1901, serving at the same time as pastor of a little Dutch Reformed Church in the city, a German congregation, preaching to them and visiting among them. He was a man of much learning, of scholarly tastes, of modest temper, of singularly

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amiable spirit. His classroom was not a place of exact requirement or very orderly procedure, but interested men could profit by the sessions there and the least studious might become the special recipient of the kindly professor's genuine friendship.

It was, all told, an unusual group of men that President Campbell had about him as the decade closed: Professor Cook, Professor Reiley, Professor Murray, Professor Doolittle, Professor Cooper, Professor Atherton, Professor Meyer, and the tutors, VanDyck, Hasbrouck, and Bowser.

This last part of the decade was a time of stirring up of the spirit of college activities so-called other than the routine studies and the literary and fraternal societies; a formal organizing of common interests seemed to be in the air. Members of the faculty themselves were busy in this behalf. The Phi Beta Kappa was established at the college by them. Professor Cooper was, no doubt, the leader in the enterprise. When he came to Rutgers he found two other members of the society in the faculty, President Campbell and Professor Murray, the former an honorary member and the latter a member in course of the Alpha of New York at Union College. He himself was a member in course of the Alpha of Connecticut at Yale. When the consent of four of the six Alpha Chapters had been secured, the Alpha of New Jersey, there being no chapter at Princeton, was organized at Rutgers. The meeting was held on Washington's Birthday, February 22, 1869. President Campbell and Professors Murray and Cooper were present. With them were three members of the Alpha of New York including its commissioner, the Reverend John A. Lansing. The commissioner declared the papers in order and the chapter established with the three men of the faculty and such others as they might at once associate with them as

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charter members. It was a noteworthy event, as emphasizing the scholarly ideals of academic life, as providing an honor for the leading students each year, a reward and a stimulus for them, and as inaugurating a fellowship of learning and a custom of scholarly interchange of unusual worth to all who might share the privilege. From its founding on through the years until now the chapter has maintained a custom of frequent and regular meetings with literary and scientific program, a custom ventured and maintained by scarcely any other of the chapters of the fraternity. The Phi Beta Kappa, founded at the College of William and Mary in 1776, received the Rutgers chapter, the Alpha of New Jersey, as its eighteenth chapter in order of founding, omitting two southern chapters of which scarce anything is known; by the time the Rutgers chapter celebrated its fiftieth anniversary, 1919, the number of chapters had grown to eighty-nine.

The founding of the college paper, which was to prove the permanent student publication, was of this period. Earlier student efforts in the issue of periodicals had been quite entirely of the literary sort and they had not lasted. The one now in mind would not be quite the same. In the fall of 1867 the idea of a student paper arose among the men in college. A name was quite essential to the thing itself and none was in mind until, as a group sat in the room of Tunis G. Bergen, class of 1867, some one shouted, "I have it: The Targum!" The word was familiar in the class room of Dr. Campbell; the upper classes studied Hebrew or Hebrew literature with him; references were frequent to the targum of Onkelos and the targum of Jonathan Ben Uzziel. The word savored of literary values and of mystery. At the next meeting of the students the name was unanimously adopted. In February 1867 the first number appeared. Its



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editors were William P. Wilson, class of 1867, Rensselaer Weston, 1868, John T. VanCleaf, 1869, and George R. Garretson, 1870. It had five columns of literary matter but otherwise it was occupied with the college organizations, their officers and symbols. It did not announce any set time or number of issues. The thought apparently was an annual; in any case it appeared only at intervals of a year; the second number came in December 1867; the third number in December 1868, dated January 1869. In its contents and in its issue as an annual it was really the forerunner of the present college annual, the *Scarlet Letter*. The proposal that the paper become a monthly came, it appears, from Robert C. Pruyn, class of 1869. He proposed it to William Elliott Griffis, his classmate, and Griffis determined to see the idea through if possible. It was felt that there would be opposition and that another classmate, Charles L. Knapp, might be the leader of it; so it was thought the part of wisdom to suggest him as senior editor. A meeting was held in the old chapel and a committee was appointed to consider the idea and, if favorable, to propose a name for the monthly; and at Christmas, December 22, the committee reported favorably and recommended the continuing of the name, the *Targum*. There was great enthusiasm; circulars were printed for use in the holidays; Pruyn and Griffis went after subscriptions; the editors sat down to make copy. Griffis was in the printing room of the *Fredonian* all day, January 23; until after midnight, January 25, he and others were there, until the form was locked and ready for the press. The paper was on sale and in the mail January 29, and within a week every copy was sold. Since that time the *Targum* has known no discontinuance. From a monthly, it passed into a tri-weekly, then into a bi-weekly, then into a weekly which now main-

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tains. The annual issue was at once carried on by the Scarlet Letter, issued in 1870 and every year since; first under the auspices and control of the Greek letter fraternities and in recent years under the auspices and control of the junior class.

The name of the students' annual publication announces the college color, the scarlet. The color was proposed in the Targum, May 1869, and adopted at chapel, May 17, by the students, at that time a very forward-looking and spirited body. College and university coats of arms and colors were unusual in the old world; they were little known in this country. They came into large and vivid use only when athletics began to come into vigorous life. Rutgers was a pioneer in establishing a college color, a pioneer in using a college color on the field of sport. The students discussed what color they should adopt. Orange has been much associated with Holland, but it really was not on the coat of arms of the Prince of Orange and was never a national color of Holland either by itself or in combination. Orange was proposed by the Rutgers students, in fact orange, white and blue were really adopted in 1868, but no suitable orange ribbon could be found. Scarlet was then proposed, chiefly no doubt because it is a striking color and because a good scarlet ribbon could be had. From the time of its choice by the students the scarlet has been the Rutgers color. Officially, however, in any action by the trustees there was no establishing of it until thirty years later. In 1900 Judge Henry W. Bookstaver, class of 1859, trustee, made a careful study of the matter, searching out the occasion for a college color and the appropriateness of scarlet for Rutgers. He made a complete and valuable report to the trustees, affirming the singular appropriateness of the color chanced upon by the students thirty years before.

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He remarked that it was a most fortunate choice, not only because it is vivid and agreeable, but also because a scant half-dozen other colleges have it even in combination; over three-score have the orange or its equivalent, old gold. He remarked further that scarlet is the color of the theology degree in the old world and in the new and thus, not unhappily, honors the life that founded old Queen's College in 1766. He also added that the scarlet in symbolic use stands for honor and for prosperity, often so occurring in the Scriptures. The trustees then, 1900, adopted scarlet as the official color of Rutgers, authorizing ribbon of that color to attach with the seal on diplomas and silk of that color to be used in the academic hoods appropriate to the degrees of its granting.

The record of the time also includes the establishing of sports in more formal way than before, the beginning of Rutgers' intercollegiate athletics, the beginning of American intercollegiate football on the grounds of Rutgers. Boating and baseball were the first formally representative sports, only a little ahead of football, however. The Raritan was beside the campus; boating and boat racing had better chance than at many colleges. Men of the city, some of them graduates of the college, were organizing their club at the same time, later known as the Raritan club, establishing their boat house and offering a rival crew. A little later the ministers of the city, under the leadership of the Reverend Chester D. Hartranft, had their boat club and boat house. A college crew raced a crew of the town club and defeated it in 1865, a five mile course, two and a half miles down the river and back. Among the photographs in the college collection is one of a crew of eight students standing beside their racing barge: Herman C. Berg, John N. Carpender, J. Blanchard Edgar, Florian W. Gordon, and James Neilson, class of

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1866, Samuel W. Bergen and Tunis G. Bergen, class of 1867, and Alexander J. Swift, class of 1868. In 1869 there were two rival undergraduate crews as well as a university crew. In 1870, June 20, a Harvard crew, students of the Lawrence Scientific School of Harvard, a crew ranking as amateur champions, raced the Rutgers crew at New Brunswick. The course was three miles, a mile and a half, the Albany Street bridge to the Landing bridge, and return. Rutgers led to the turn, lost the lead there by some mishap, and lost the race by two and a half lengths. In the Rutgers crew were Ezra D. De Lamater and Winfield S. Lasher, class of 1871, and William J. Leggett, George H. Stevens (stroke), and John A. VanNeste, class of 1872, and Madison M. Ball, class of 1873, with Edwin B. Williamson, class of 1871, coxswain. At that time the Rutgers Boating Association, formed under the name in 1867, had forty-two active members and twenty-seven honorary members. It had a boat house, built at that time on the river shore opposite the steamboat dock, one outrigger six oar gig, one other six oar boat, and four working boats, as they were called. There was never much intercollegiate activity; a request for admission to an intercollegiate rowing association, composed of nine colleges at that time was not granted at the morning session of a meeting held at Hartford, Connecticut, January 13, 1875; Princeton, Williams, and Columbia voted in favor of Rutgers; at the afternoon session the college would have been admitted, it is said, had the delegates remained, two other colleges of like ungranted application being admitted at the later hour. In 1876 a new floating boathouse was erected; it was moored at the Albany Street bridge. There was considerable activity at the time; Stevens was defeated in 1877. The last intercollegiate race on the Raritan was one, four oar crew,

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with Princeton, a mile and a half, from the Landing bridge to the Albany Street bridge, on June 18, the Saturday before Commencement, 1881. The Rutgers men were holding their own, were perhaps a little ahead, when, too near the canal bank, their boat ran on the bank or a shoal; and Princeton came in far ahead. In September, 1882, just at the opening of the college, a tremendous and prolonged rain lifted the river to quite unprecedented height and force; the flood tore the college boat house from its moorings and cast it on the meadows a complete wreck, with the boats ruined as well. This ended all organized rowing for a time. In 1886 there was revival of interest and there were class races; again in the early nineties and again in the late nineties there was effort to revive the sport. With the growth of other sports, however, rowing failed to maintain or regain its place. A great obstacle was and is the river tide which at its ebb leaves the river too shallow for race boat use. For years Rutgers has known no crew, no boat racing, and has had only a modest house for the care of private boats and canoes.

Baseball, played already for a generation in one form or another, was coming to its definite form as an American sport and to its organized play in the colleges. The first intercollegiate game was between Amherst and Williams at Pittsfield, Massachusetts, July 1, 1859. Rutgers' first intercollegiate game was at Princeton, May 5, 1866, won by Princeton, score 40 to 2. Rutgers was at disadvantage, the Princeton narrator says, "playing on strange and rough ground and with only eight men." These first Rutgers players were Herman C. Berg, Florian W. Gordan, J. Bayard Kirkpatrick, and Francis H. Stubbs, class of 1866, Tunis G. Bergen, class of 1867, Nicholas Terhune and George C. Towle, class of 1869, and John H. Leupp, class of 1870.

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The sport was not effectively organized, however, until five years later. A nine went to Princeton October 1870, and was badly beaten, being, it was stated, without regular organization. Learning by defeat, the players on their return organized formally and at once the Rutgers baseball club, proceeding to select a nine as formally as the university crew had been chosen through the preceding years. The nine was chosen in a rather unique way, the board of directors of the club choosing the first man, he choosing the second, they choosing the third, and so on. The method was effectual in any case, locally at least, for the nine promptly defeated the Ionas and the Libertys of local fame, and Stevens. Since that time baseball has been an uninterrupted and vigorously maintained college and intercollegiate sport at Rutgers.

The start of the football playing is of most interest simply because it was the very beginning of that game as an intercollegiate sport which in the latter time has come to be by far the most conspicuous of such sports in American life. Whence the game came and by whom it was introduced in the life of Rutgers does not appear. The writer of these chronicles well remembers the students kicking the ball about the seminary campus in the earliest days of the game in New Brunswick. In the early fall of 1869 the players organized and chose William J. Leggett, class of 1872, as captain though he was then but a sophomore. A very formal invitation was sent to the men of Nassau Hall, as the men of Princeton were then often called, to play a series of three games, the first at New Brunswick, the second at Princeton, the third at New Brunswick. The challenge stirred much enthusiasm and was accepted; a Princeton team was organized, and William S. Gummere, class of 1870, was chosen captain. The first game was at New Brunswick, Saturday,

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November 6. The Princeton players arrived at ten o'clock that morning, strolled around the town, were entertained at dinner, and met their foe on the field at three in the afternoon. The place was the double block on College Avenue, west, which, by favor of its owners, for twenty-five years remained the ball field and which in recent time has been given to the college and become again a field for college sports. Princeton students, coming to see the fray, crowded the train to New Brunswick and were hospitably received. There was no admission fee, no waving of banners, but there were college songs and college cheers. A board fence surrounded the field and spectators made a grand stand or bleachers of that. The rules were discussed beforehand and agreed upon by Captain Gummere and Captain Leggett, the manner of play at the two colleges being somewhat different and the Rutgers way being in general allowed. It was a game of kicking the ball and batting it with the hand, no carrying of it allowed, and a point was the sending of the ball between the goal posts at any height, there being no cross bar. Twenty-five men played on each side. They wore no uniforms. They laid aside their hats and coats and vests, reduced their clothing to serviceable limit, and joined battle. The only color flung into the scene was that of the red or scarlet turbans worn by the Rutgers men, a start of head gear custom taken up and maintained at other colleges for years. Stephen G. Gano, class of 1871, and George R. Dixon, class of 1873, captains of the enemy's goal as they were called, scored the first goal for Rutgers, the first goal scored in American intercollegiate football. Princeton won the second, Rutgers the third, Princeton the fourth, Rutgers the fifth, Rutgers the sixth, Princeton the seventh, and Princeton the eighth; and the game thus far was a tie. The seventh score was against the home

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team, it appears, because a home player in his excitement forgot which way he was working and either actually kicked the ball through his own goal or made that unhappy incident easy for the foe. It was in the same period of play also that a Princeton player and a Rutgers player crashed against the fence and unceremoniously threw it over with its load of students. With the game a tie and in peril, Captain Leggett passed the word to his men to keep the ball low, less ready to the hands of the taller Princeton men; and thus the ninth and tenth goals were won; and the game was Rutgers' by score of six to four. Thus was the great and ever growing program of American intercollegiate football introduced. The second game was played the same season at Princeton, in general in the way of Princeton, the chief difference being the privilege of a free kick when the ball was caught before a bound; and Princeton won. The third game was not played, because, it is stated, the Rutgers men could or would play only at time when the Princeton men were compelled to be at classes. It is also reported that the faculty, of one college or the other objected to the great zest and rivalry aroused. From that time Rutgers never left football out of its program of sports. In 1870 Princeton was played again, and Columbia as well; in 1872 there were two games with Columbia. The number of players was reduced to twenty on a side. In 1873 at the invitation of Yale a meeting was held in New York City to organize the first intercollegiate football association and define a uniform game; Yale, Princeton, and Rutgers met and formulated rules. Rutgers was represented by Howard N. Fuller and John W. Searing, class of 1874. Harvard and Columbia were expected but were not represented. Rutgers' first game with Yale was at New Haven when Yale won by a score of three goals to one; the crowd

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was 500 and the receipts were \$160., of which amount Rutgers received one half. The games with Stevens Institute began in 1874. Now with a period of special strength, now with a period of lessened strength, to and fro, through the years the game has held its own at Rutgers.

A glee club also was organized, not destined to have continuous life, and Howard N. Fuller again made history for his college by writing the song which won enduring place at once as the foremost song of Rutgers, "On the Banks of the Old Raritan." Edwin E. Colburn, 1876, was the organizer of the club and on a winter afternoon about three o'clock, 1873, he came to Fuller at his room, then 41 Schureman Street, with the word that the first concert would be at Metuchen that night and that he wanted a song, the college's own, by five o'clock. "On the Banks of the Old Dundee" was a popular song at the time; it gave the idea needed; the Rutgers song was written; Colburn fitted it to the tune; it was received by the audience that night with great enthusiasm. And it has voiced the enthusiasm of Rutgers men ever since.

The year 1870 has its unique stone of remembrance in its celebration of the centennial of the college, Queen's College. It is now known as four years after date. It seems strange, when the facts of the founding are now so familiar, that so long after the founding and so far on in the nineteenth century there should have been any unfamiliarity with the first charter and its time. Yet that charter was unknown or was given no importance. No one had entered into the search of historical sources in adequate way. The charter of the college to the men of 1870 or of 1866 was the charter of 1770 and the college centennial would be the hundredth anniversary of that. Moreover, it may fairly be added that such time

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would be nearer the centennial of the actual start of the college's work, for the work did not start until 1771. Still further it may be said that the exactness of anniversary time is far less important than the interest and achievement of anniversary celebration; and the centennial celebration of 1870 was an occasion of great moment in the annals of Rutgers. Preparations were begun in the preceding year. A committee of trustees was appointed to make arrangements: Messrs. James Suydam, Robert H. Pruyn, James A. Williamson, Drs. Benjamin C. Taylor, Garrett C. Schanck, and William H. Campbell. Associated with them were Edward S. Vail and James W. Schermerhorn, representing the alumni. Garnet B. Adrain was chairman and William Reiley, Jr., was secretary of the New Brunswick committee cooperating. The purpose of the celebration was stated to be: 1. To recount the goodness of God in His care of the college, and to return thanks for the same; 2. To further in some marked way and degree the interest of the college. The time was to be made occasion for the raising of funds, for permanent endowment or for addition to property. The committee recited specific things in mind, declared the imperative necessity of them and appealed to "the friends of education, religion, and free institutions" to aid them. The canvassing of the alumni was by classes and was very thorough; and the response was substantial.

The celebration was at Commencement, June 21. The largest assembly of graduates and friends ever gathered at the college was present; and the enthusiasm was great. At the exercises in the First Reformed Church the historical address was given by the Honorable Joseph P. Bradley, class of 1836, justice of the Supreme Court of the United States. It was a fine and careful, though necessarily brief, story of



Kirkpatrick Chapel



Kirkpatrick Chapel—Interior 1916

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the college from its beginning, a resumé of its origin and record which has remained since that time a valued work of reference for students of the life of Queen's and Rutgers. In the great alumni assembly reports of the financial effort were received from the classes and from individuals; and it appeared that \$105,000. had been subscribed. Later returns, or continuance of the effort, brought the centennial gift up to \$140,000., of which \$121,000. had been paid in by Commencement 1875. Just about one-half of the fund entered into the erection of a building imperatively needed. It must be recorded also that it had been necessary before this for the college to put into property substantial amounts from earlier funds, whose remaining in income-bearing endowment would have well served current maintenance. The re-purchase of the Queen's Building and campus had called for \$12,000.; the building's immediate repairs had called for \$6,000.; and the purchase of the farm, its equipment, and improvement had called for \$30,000.

Also over \$17,000. had been called for by an enlarging of the Grammar School building, an addition at the north side, undertaken in 1869-70. At the end of the long service of William J. Thompson in 1862 the school had become very small. During the three or four years following it did not grow very much. In 1867-8 Professor DeWitt T. Reiley took charge and an advance movement, substantially successful, was begun. He established the school boarding house on Hamilton Street at the edge of the city and soon had a large family of preparatory students there. The school building, erected in 1830 opposite the college, was not large enough; the trustees felt their responsibility for the school and realized its importance; they therefore invested the necessary sum in the enlargement. The school had unusual

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strength through the decade which followed in the personality and work of its teacher of the classics, Alexander Johnston. He was graduated from Rutgers in 1870 with the highest honor and with a reputation of very remarkable intellectual power. He also was pitcher on the baseball nine. He at once began work in the school, soon becoming a virtual vice-principal as well as the teacher of Latin and Greek; and he soon entered upon the study of law also. He was a teacher of unusual force and effectiveness; he was rigid, exacting, sometimes violent rather than patient; surely imperative rather than persuasive. Many of the best students entering Rutgers year by year for ten years owe him untold debt for exact and thorough grounding in knowledge of the classics. During his time at the school he was indulging his taste for the study of politics and beginning productive work in that field. The writer of these annals, while in the graduating class of the school, read with him the proof of his first book, *History of American Politics*. Within a very few years, in 1883, he became professor of jurisprudence and political economy at Princeton, the predecessor of Woodrow Wilson in that chair. He wrote largely, both books and articles. His college gave him its LL.D. degree in 1886. His death seemed untimely indeed, in 1889, when he was but forty years of age. The college's investment in the school building, it may be fairly said, was justified in Alexander Johnston's work, to say nothing of other achievements of the school in the college behalf.

The Geological Hall, too, came from the centennial fund. The centennial ushered in an important building program on the campus, the building of this hall and of the chapel. For nearly thirty years there had been no new building. The Queen's Building, occupied in 1811, had received beside it

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a generation later the President's House and Van Nest Hall. Now, after a generation again, a new hall and the chapel were to come between the Queen's Building and the small buildings at the campus ends. Different buildings in the course of the years had been proposed, the need of them urged, a dormitory, a gymnasium, a chapel. In 1864, however, the faculty had presented to the trustees a definite plan for a hall to accommodate chemistry, geology, natural science in general. There was absurdly little room for these things in Van Nest. The study of science was coming to its larger claims and activities. Especially did the organizing of the state college set to the fore this need among the not few needs in mind. In 1870, therefore, immediately after the celebration, the trustees formally entered upon plan for the erection of the hall; its cost was expected to be about \$35,000. The architect was Henry Janeway Hardenbergh, great-great-grandson of the first president. At the last moment, when plans were completed, it was decided to build of stone instead of brick as originally proposed; in the architect's judgment the design was more apt to a structure of brick. In June 1872 the Geological Hall was finished and was dedicated. Its full cost was \$63,000. It provided lecture room and laboratories for the uses proposed. In the basement was the armory of the military department. The top floor was given wholly to the natural science museum, whose collections had been begun years before by a society of students and professors, had been especially fostered and increased by Professor Cook, and had received notable addition through the generous purchase by friends of the geological collection of the late Professor Lewis C. Beck. As the years went on, the museum, with addition of the very valuable collections of Professor Cook and Professor Albert H. Chester and other important gifts, was

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to become a group of collections of unusual scope and value, largely serving the scientific world and interesting a constant succession of visitors.

A collection of another sort which came to Rutgers just before this time and, lately classified, finds its place elsewhere in the college is the coin collection bequeathed by James B. Laing of Kinderhook, New York, in 1868. It was at that time one of the largest private collections in the country, and it is still no doubt one of the most interesting and valuable. It contains ancient coins and coins of the nations of Europe and is richest in its series of American coins.

At the same time, 1870, when the trustees entered into the plan of the new hall, they decided upon a chapel, to be erected just as soon as the money for it could be found, a chapel building which could also house the library and perhaps also the literary societies. The money for it came sooner than had been anticipated and in a way not at all anticipated. Mrs. Littleton (Sophia Astley) Kirkpatrick, residing in New Brunswick, and a devoted member of the Presbyterian Church, died March 5, 1871. She had made Rutgers College the residuary legatee of her estate. Littleton Kirkpatrick had died in 1859; he was a son of Andrew Kirkpatrick, the chief justice, and the early teacher of Queen's Grammar School; he was a graduate of Princeton, had been a member of Congress and a judge of the New Jersey Court of Errors and Appeals; he had served as a trustee of Rutgers from 1841 until his death. The making of Rutgers College residuary legatee is said to have been the first instance in New Jersey of an institution thus recognized in a last will and testament. Mrs. Kirkpatrick's residuary estate proved substantial; the college received over \$61,000.—and about forty years later, in 1912, a final amount of \$4,000. The trustees decided that

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it was wise and very appropriate to build the chapel by the use of as much of the bequest as might be necessary. The cost in the end was about \$52,000. Plans for the building were at once prepared by Mr. Hardenbergh; the corner-stone was laid in October 1872, and the Sophia Astley Kirkpatrick Memorial Chapel was dedicated with formal ceremony and great satisfaction December 3, 1873. Within the building was the chapel room ample for the time, and beside that and back of it a large space built in two floors, the upper floor giving ample room for the library of the time and the lower floor providing rooms for any instruction or administration use. In the chapel were placed the few portraits of college leaders which the college possessed; and the movement was soon started by Mr. Edward S. Vail, class of 1839, to secure portraits of other leaders of Rutgers life, an effort which, through his success and that of others after him, has created the large and remarkable group of Rutgers portraits now gracing the walls of this cherished building. The library was moved from its old place, the room in Queen's opposite the old chapel, in May 1874, and the event was signalized by the gift to it by Mrs. Eugenia Brodhead of books from the library of her deceased husband, John Romeyn Brodhead, class of 1831, the distinguished historian, eighteen hundred volumes. In its room in the chapel building the library was to remain for thirty years until, crowding and overcrowding its space and unavailable for best use, it received a home of its own in 1904. The chapel remained in its given space, part only of the interior, for more than forty years until, in 1916, at the sesquicentennial of the college, the partitions were removed and it entered into full possession of all the space within the four walls of the building.

The college felt encouraged in its building program and

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naturally desired to keep it up, and in 1873 sent out a call for a dormitory. The trustees sent it out but the students with alacrity signed it as well. A subscription list was started, several donors offering \$500. each; but the movement did not advance; the building was not secured; it was not to come for twenty years yet. One thing in the property way the college did do which does not commend the good taste or judgment of the time. It changed, 1875, the color of the trim of old Queen's from white to brown, and the white did not come back for forty years.

The record of this time, just before and after 1870, presents a matter of rare interest in the especially active relationship of the college with Japan, of the first Rutgers men in that country and of the first Japanese students in this country. Earlier than this two graduates of the college had gone to that newly opened country of the far east as pioneer representatives there of Church and State. James H. Ballagh, class of 1857, had gone out in 1861 as a missionary of the Dutch Reformed Church, beginning then the noble work he was to carry on for more than half a century, founder of the first Christian Church, Protestant, in Japan, a master of the vernacular, an evangelist, translator, leader in the missionary enterprise. Nor had that sort of Rutgers enterprise been unknown elsewhere. John VanNest Talmage, class of 1842, had gone out to China in 1847 as pioneer missionary there and he was by this time coming to his highest usefulness, a usefulness which was to include, not only his direct evangelism, but also a translating of parts of the Scriptures and of other books, and the making of a Chinese colloquial dictionary, a usefulness therefore not to end even with his life just fifty years after his graduation. To India Joseph Scudder, class of 1848, whose brother, Samuel D. Scudder, class of 1847,

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with like thought in mind, had died while in the seminary, had gone in 1851, to be followed by his brothers, Silas D. Scudder, class of 1856, and John Scudder, class of 1857, they all following their father, the senior Dr. John Scudder, graduate of Princeton, in a remarkable family service for India in the first days of Christianity there. In China and India and Japan these pioneer Rutgers men were to be followed to this day by a line of graduates of like devotion and of unbounded service. To Japan, at that beginning time when Ballagh began to teach and preach the gospel there, there came also the graduate commissioned to care for the affairs of state, Robert H. Pruyn, the first minister-resident of the United States. Appointed by President Lincoln in 1861, he served until 1865, fulfilling a work of great service to the government in circumstances of much difficulty and leaving volumes of diplomatic correspondence of value for all time. Just a little later a group of Rutgers graduates was to be found there among the first teachers from the western world in the institutions of Japan. Out of the new life movements in that changing country, out of the new educational ambition, came calls for teachers from America, and William Elliot Griffis, class of 1869, went out at once on graduation; he was followed by Edward Warren Clark of the same class, and later by Martin Nevius Wyckoff, class of 1872. Griffis stayed a few years, became professor in the Imperial University, Tokio, and has given the story of Japan to the world in several notable volumes. Clark stayed a few years; and he also is the author of books, born of his experience there. Wyckoff made a life-work of his teaching there, fulfilling an abundant ministry for nearly forty years until his death. Henry Stout, class of 1865, meantime had gone out in 1868, an ordained missionary like Ballagh, and

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like him to do a full life-work there. With this group also was one more Rutgers man, Robert Morrison Brown, class of 1865, who entered commercial life in Japan and who was for a time consul there of Hawaii.

The intimate contact of the college with Japan in its earliest period of western relationship, appearing in this interesting and highly important way, appears with quite as interesting appeal in the presence of Japanese students in New Brunswick, the first students from that country to come to the United States. In the course of ten years, commencing in 1866 and coming in larger number in the early seventies, there were perhaps forty in all. Some of them studied in the college itself; thirteen names appear in the college registry of the period; four of them became full graduates. The larger number studied in the Grammar School, under necessity of acquiring our language and the elements of our learning. Some made their home with the Reverend Alexander McKelvey, in charge of the school, or with Professor Reiley, succeeding him. Some made their home with Professor Hasbrouck and some with the Reverend Edward Tanjore Corwin at Millstone. Some of them stayed for several years, some for a year or two, some only for a few months. Many did not stay long because their country called them back for one service or another. Several died either here or early after their return home. They were young men of ability, of intellectual eagerness, of fine and agreeable disposition. The first who came made the journey unapproved and at the risk of their life; and they bore assumed names. Later their country approved of study in the west and officially approved the coming of students or even actually sent them. In general they were of the highest class of Japanese, some of them the sons of high officials, of ministers in the Japanese cabinet.

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Some became pronounced and active Christians. Returning to the homeland, by far the larger number of them entered public life, attained high office or rank, became conspicuous as leaders of the life of the new Japan. In this later high distinction of these men at home, as well as in their position as the first group in America, lies much of the interest in the episode felt by all Rutgers men. Much of the enduring interest also is born of the romance of the thing.

Their coming began quite unannounced. In the autumn of 1866 there came to the office of the Board of Foreign Missions of the Dutch Reformed Church in New York City the captain of a bark just arrived in the harbor and with him two Japanese. The Reverend Dr. John Mason Ferris found them awaiting him there and to him they gave a letter from Guido F. Verbeck, the missionary later so distinguished, then at Nagasaki, a letter commending them to kindly attention. They gave their names, assumed, as Ise and Numagawa. They were brought to New Brunswick where ladies, a Mrs. Van Arsdale and Mrs. Romeyn, widow of the Reverend Dr. James Romeyn, showed great interest in them and did them great service; and they entered the Grammar School and the home of Mr. McKelvey. They did not remain very long and they both died soon after return to Japan. Others who came a little later stayed longer.

Kusakabé, class of 1870, was a fine scholar, an especially able mathematician. In his senior year his health failed and he died in April. He was buried in New Brunswick. He was given his place as a graduate, however, and was awarded the honor of Phi Beta Kappa; the gold key was presented to his father by the chapter through Mr. Griffis. Hattori was graduated in the class of 1875, delivering an oration in Japanese at Commencement. In Japan he became in time

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vice-president of the University of Tokio and dean of its law department. He became governor of cities and of prefectures of the first importance; and he is a member of the House of Peers; Rutgers has given him the degree of LL.D. Kudo, graduate in the class of 1878, was a good student and returned to his country to teach, being for a time professor at Sapporo Agricultural College. Matsudaira, graduate in the class of 1879, was by heredity feudal ruler of his province. He was made viscount and he was an officer in the Department of Foreign Affairs. He married in New Brunswick. Soogiwoora, class of 1871, was at Rutgers until 1870. He was then called upon to be interpreter for a Japanese embassy travelling to other countries and interviewing the crowned heads of Europe. At home in 1873 he became an officer in the three departments of the government, interior, education, and foreign affairs. As director of the Imperial University of Tokio he was highly useful. He came to the centennial exposition at Philadelphia in 1876; on the way home he died; and he was buried at sea. Mitsui, in the Grammar School and in the home of Professor Reiley, after exposure in a storm at Christmas time, died in January 1873. Service was held at Professor Reiley's and the body was placed in a cemetery vault for return to Japan in the spring. He was the son of one of the wealthiest men in Japan; the family is well known for its financial, banking, and ship-building interests. Three brothers, Mitsui, were at the school for a time. Matsumura, class of 1871, became a captain and a rear-admiral in the Japanese navy. Nagai, class of 1871, became vice-minister of foreign affairs and assistant minister of finance; he was minister plenipotentiary to the United States from 1874 to 1882. Shirané, class of 1875, became a shipbuilder and the inventor of a folding boat for navy use;



Charles E. Hart



George B. Merriman



P. Townsend Austen



Francis A. Wilber

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and for the invention he was decorated by the government. Hara, class of 1877, became director of the forestry bureau and governor of a province. Ohgawa, class of 1877, became a very successful partner and officer in many corporations; to him in large measure is due the establishment of a line of steamers from Japan to England and the management of transportation in the Russo-Japanese war. Three sons of the junior prime minister, Iwakura, studied for a time at the Grammar School; one of them, Asahi, became chamberlain to the emperor and minister of the imperial household. Tonuira, for fifteen months with Mr. Corwin, became consul of Japan at New York and at San Francisco, secretary of legation at London, and mayor of Tokio; he is a member of the House of Peers and he has been decorated by the Emperor. Kanda, also living with Mr. Corwin, went to Amherst College, and on return to Japan became a leader of great influence in educational affairs. Takaki became consul at New York and at San Francisco. Yamakawa studied afterwards in Europe, became professor in the Imperial University of Tokio and, later, president of it. Kawamura studied later in Italy and became a distinguished artist. Noma went to the law school of Columbia University; he entered the diplomatic service and was at one time with the legation at Washington and at other times in the consulates at New York and elsewhere. In the cemetery, Willow Grove Cemetery, in the centre of New Brunswick, are monuments to nine Japanese; all did not die in the city; some elsewhere; but there, in the city that gave them gracious welcome, and near the walls of college and school where so many of their countrymen studied, is the modest memorial of a romantic and even pathetic story.

A third contact with Japan, of large interest and impor-

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tance, justifies the special record given Rutgers' relation with that country in its opening to the western civilization. This was the call of Professor David Murray to Japan to enter a special educational office, and his noteworthy service there for six years. Dr. Murray, since his coming to Rutgers in 1863, had proved himself an unusual teacher of mathematics, excelling especially in his method of giving to the student as well as requiring from him. He was much esteemed also among the students for his interest in their extra activities. He was at the same time a student of education, of the history and methods of education. At the time of Japan's first outreaching for guidance from the west in its new national enterprise, it sought advice on finance and commerce, but most of all perhaps on educational policies. In this behalf Washington invited the presenting of studies by American educators on the questions of Japanese education. Among the papers thus presented, one by Professor Murray was especially appreciated as of definite value in the premises. The result was that the Japanese government invited him to become its educational adviser. He accepted the call, received leave of absence from Rutgers, and arrived in Japan June 30, 1873. The Historical Club of New Brunswick gave him a farewell dinner at Greer's Hall, May 2. There were one hundred and forty guests present. There were speeches representing the various groups of citizens who united in the tribute, that of the men of the college being thus summed up: "Rutgers College will greatly miss him as a learned and able professor who has added much to its reputation at home and abroad." His office was that of counsellor to the department of education and of general superintendent of the schools and colleges of the country. When his service was prolonged, he resigned his professorship at

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Rutgers, 1876; and he continued in the new service until 1879. In the meantime he had been at the centennial exposition at Philadelphia, 1875-6, in charge of the educational exhibit there of Japan. He left Japan January 23, 1879, after having audience with the Mikado. And he received the signal honor of decoration with the Order of the Rising Sun. From 1879 to 1889 Dr. Murray was secretary of the Board of Regents of the State of New York. He then returned to make his home in New Brunswick; he became a trustee of the college in 1892, and was secretary of the board from 1898 until 1904; he died in 1905. Ever since his service in Japan the educators and the statesmen of that country have indulged in high tribute to him and his achievement. They visit his grave and they visit Mrs. Murray at New Brunswick and they look upon his portrait in the chapel. After his death, thirty years after his return from Japan, April 1908, a dinner was given in honor of him at the Peers' Club, Tokio, and the estimate of his work may be best told in words of that time. Professor Fujisawa said that the great advance and strength of Japan is largely attributed by the world to the system of national education, the foundation of which was laid by Dr. Murray; that he was gifted with a wonderful talent for the organization of educational system; that he "set his heart and soul to the various tasks entrusted to him"; that he nourished the germ of the Imperial Tokio University, and laid the foundation of women's education in Japan. Baron Makino, minister of education, said that Dr. Murray's name would be remembered in Japan with that of Commodore Perry and that of Townsend Harris. Such was the contribution of Rutgers through its honored professor to the land of the far east.

An incident in the second decade of President Campbell's

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administration, while in itself quite trivial, assumed such proportions and commanded such intense and widespread interest that it requires some telling in the narrative of the life of Rutgers. This was the so-called "cannon war" of Rutgers and Princeton. For many years a tradition had flourished that a cannon planted on the campus at Princeton had been taken from New Brunswick and from Rutgers by the students of Princeton. The story was constantly active in the taunts of the men of Princeton, holders of the cannon, and in the hopes of the men of Rutgers that it might some day be recovered. After some unsuccessful attempts to recover it in earlier years, a company of Rutgers sophomores, class of 1877, scientific, nine men, on the night of April 26-27, 1875, invaded the Princeton campus, secured a cannon planted there and brought it to the campus of Rutgers. It was a bold and exciting adventure. The little company confidently enlisted in it walked to Milltown as night advanced; there they hired of a Mr. Vanderbilt a box wagon and strong farm team; his hired man went with them; they had crowbar, pick-axes, shovels, and ropes. The night was very dark; they missed the way; and it was one o'clock when they left their wagon at the edge of the Princeton campus, several hundred feet from the cannon. It was buried upright, the heavy end several feet above the ground. Five men dug while four men watched. The owl train came in and some students from it passed to their rooms; the workers and the watchers lay flat until all was quiet again. Then the cannon, drawn from its bed, was pulled little by little over the campus; it was found too heavy to carry when carrying with ropes was tried. It was about daylight when it reached the wagon and was with difficulty lifted upon it; it was covered and the students sat on it; the wagon creaked and windows opened; but the re-

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turn was under way. The horses could only walk, and it was half past ten in the morning when the cannon reached the Rutgers campus. The men, triumphant, but a sorry-looking lot, without sleep or breakfast and with the marks of their toil upon them, passed to their classroom, Professor Atherton's. At once, of course, the college was alive with the joy of the achievement, and the city shared in the high feeling that prevailed. There was no more college that day. The heroes of the occasion were borne about the streets on the shoulders of their fellows. The cannon itself was taken from the campus and hid in a cellar downtown. Men of the city, firemen and factory men, held themselves ready to join the students in protecting their trophy if a counter attack should come. There was an invasion the next night. The cannon's whereabouts were unknown; but a company of Princeton students did invade the campus, found their way into the armory and took back with them to Princeton the government muskets that were there.

There plainly was demand for attention by college authorities. President McCosh of Princeton and President Campbell of Rutgers, both doughty Scotchmen, were not men to avoid a fray or to be unaware of the joy of conflict; and the messages interchanged gave some promise of war. Arbitration, however, was agreed upon; a joint committee of the two faculties, Professors Atherton and Reiley of Rutgers and Professors Atwater and Duffield of Princeton, were made the arbitrators; and a careful study of the history of cannons in Princeton and New Brunswick was made. Of course the muskets were returned to Rutgers at once. The report of the arbitrators was a bitter disappointment to the college on the Raritan; for the cannon was lost although the glory of the adventure did not fade. The story, as searched

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out by the arbitrators, was of two cannon, English guns, left in the vicinity of Princeton after the Revolutionary War. One of them, the larger one, was taken at the war of 1812 to or near New Brunswick; it was abandoned, left in the vicinity of the city, neither the city or the college really having anything to do with it. It lay there until 1836 when, on the evening of Sunday, July 3, a few young men, standing in front of the Presbyterian church at Princeton, members of the so-called Princeton Blues, not Princeton students, bethought themselves to bring the old gun back; sixteen of them, starting about nine o'clock with wagon and horses, found it and brought it back. Two years later Princeton students brought it to the campus and in 1840 it was planted where it has been ever since. That was the larger cannon and that was the circumstance that gave birth to the tradition of the colleges. Moreover, this was not the cannon captured by the Rutgers students. That was the smaller one which since the Revolutionary War had never been out of Princeton. It had been planted at a street corner of the town, and, October 16, 1858, Princeton students, a group famous in the college tradition, had taken it and set it up on the campus. The joint committee of arbitrators added one further item, however, that for a short time prior to 1854 a third cannon had been in the possession of the students of Rutgers and that in that year it had been removed, the idea coming to prevail, erroneously, that this was done by students of Princeton.

The report of the committee presented this conclusion:

1. No cannon taken from Rutgers College has ever been set up upon the premises of the College of New Jersey (Princeton) nor have the students of the College of New Jersey ever attempted to remove a cannon from the custody of the stu-

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dents of Rutgers College or New Brunswick; 2. Any boasts, taunts or statements based upon any belief or traditions to the contrary have been and are wholly unfounded; 3. The students of Rutgers who removed the cannon from Princeton, having been incited thereto by belief to the contrary, are to be exonerated. The verdict that the cannon should be returned was, of course, most unwelcome. There was no little disposition to evade it and to keep the place of the cannon's concealing a secret. But the place became known, the cannon came into the keeping of the chief of police, and by his men it was returned, one sitting on the cannon with a revolver facing the indignant mob that followed from the city for some distance. The nine men of '77 wrote a courteous letter to President McCosh, and the incident was closed. They were William J. Nelson, Charles T. Pomeroy, Ellis F. Potter, Edward A. Reiley, William M. Stillman, Josiah Tice, Isaac Van Winkle, William R. Whitehead, and George McC. Taylor.

At this period when intercollegiate athletics were coming into the program of American colleges, and of Rutgers among the first, there was also a beginning of intercollegiate literary contests which unfortunately had but brief continuance. In more recent years debating between colleges has found place, but in limited and somewhat irregular fashion. In 1874, with intercollegiate debating unknown, an intercollegiate association for contests in the classical languages, and in mathematics, and in oratory was formed. The original members of it were Amherst, Bowdoin, Brown, Columbia, Cornell, Hamilton, Lafayette, New York University, Princeton, Rutgers, Syracuse, Trinity, Wesleyan, and Williams. Some of these colleges appear to have soon dropped out, while others came in, including Madison (now Colgate),

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Northwestern, and the University of Pennsylvania. The awards gained by Rutgers were: Henry Veghte, class of 1877, second prize in Greek and, again, second prize in Latin; Louis Bevier, Jr., class of 1878, first prize in Greek; Robert W. Prentiss, class of 1878, honorable mention in mathematics and, again, second prize in mathematics. The last contests were in 1879. It was an incident of unusual and interesting sort, worthy of record as standing out in a story quite barren of formal rivalry between colleges in student scholarship. It is somewhat strange that the plan endured so short a time and that there has been virtually no revival of it in the forty years and more which have since passed.

The entrance of Rutgers into such contests at that time and the college's success in them bear witness to the steady, strong work which the college was doing year by year in the things for which it was established. The episode of athletic contest or even of a cannon war might be the publicity and the popular interest of the day, but the intellectual interest within the college was very much alive and young men, fortunate in the privileges offered them and quickened by the spirit of the men who taught them, were each year going out to quit themselves well, to serve well their day and generation. The history of a college might well, did space and the reader permit, recite largely the life usefulness and achievement of its graduates. The mere mention of many names would tell a story well worth while. But it would overlook the vast usefulness of the multitude who, without much known distinction, **have done** large and fine things all their days. It would, however, refute the word so often heard that the earnest students, the college honor men, are not the world's successful men.

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Dr. Campbell's administration beyond its midpoint saw several faculty changes. To take the place of Professor Murray in 1873 came Dr. Charles G. Rockwood, professor of mathematics and natural philosophy, graduate of Yale. He came from professorship at Bowdoin and he left Rutgers in 1877 to become professor at Princeton. He was succeeded by Professor George B. Merriman, graduate of Ohio Wesleyan, who remained until 1891. Dr. Peter Townsend Austen, graduate of Columbia and of Zurich, came in 1877 as instructor in chemistry, and he was professor of chemistry from 1880 until his resignation in 1890. Francis A. Wilber, graduate of Rutgers, became assistant in chemistry at once on his graduation, 1879, later became adjunct professor, and in 1891, just before his death, and at Dr. Austen's retiring, became professor of chemistry. In English there finally came, at this time, a permanent professorship. In all the earlier time there had been the assignment of the work in belles lettres and rhetoric to one professor or another. Dr. Campbell himself had held the title of professor of belles lettres from 1851. Dr. John Forsyth had held the title of professor of the English language and literature from 1860 to 1863. Professor Doolittle from 1864 had included in his work rhetoric and literature with the mental philosophy. The time had come for Professor Doolittle to be relieved and for a distinct and permanent professorship in English to be established. The North Reformed Church of Newark proposed to establish it by giving the college income from certain mine property which had been bequeathed to the church. This income later failed; but the professorship, established, was maintained. The Reverend Dr. Charles Edward Hart, graduate of Princeton, was appointed professor of the English language and literature in 1880; he held that title until 1897 when he became professor of

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ethics, the evidences of Christianity, and the English Bible; and in 1907 he became emeritus.

Several new items of some academic and administrative importance marked the very end of this period. There was new attention given to the possibility of courses for graduate students and action was taken providing for the conferring of advanced degrees in course. Only an occasional student or a very small group, however, was found asking the privilege of such study. Nor was there advance in this for many years. Only in the quite recent time has the body of graduate students reached any substantial proportions. In 1881 also coeducation was proposed; it was strongly advocated by some members of the faculty; the trustees, however, refused to sanction it; and the movement subsided.

At this time also, in 1881, the trustees approved of a plan of alumni representation in the Board of Trustees, and the plan went into effect. It was a time when already in many colleges there was a feeling astir that the alumni ought to be more definitely and largely represented in the governing boards of the institutions from which they had been graduated. They regarded themselves as in large degree composing the college, as in position to advise and devise in its behalf; and they were of course keenly interested in its welfare and in its progress along lines which seemed to them good. At Rutgers the occasion was not so apparent as at some colleges, since the Rutgers board largely chose its members, when vacancies occurred, from the graduates; this was perhaps an increasing custom; at the present time the large majority of the board is composed of alumni. However, the idea of definite representation was especially in mind, the choice of one or a group who would be definitely responsible to the associated alumni, who would regularly report to

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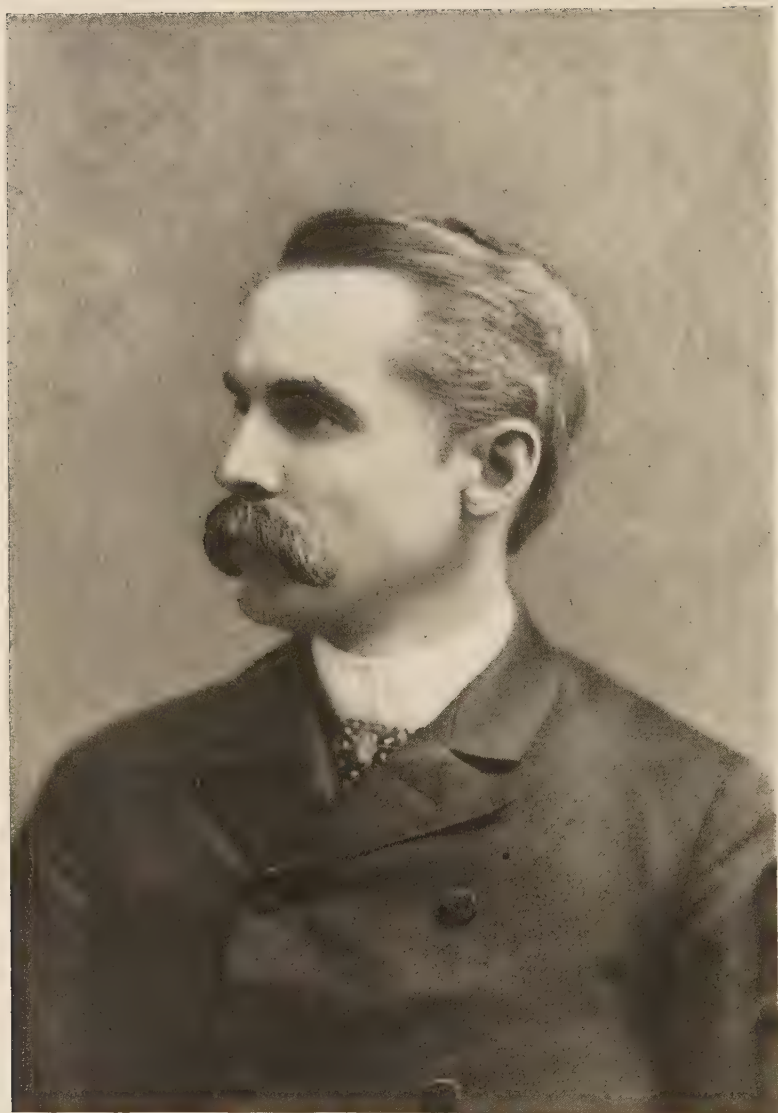
them, and who at any time could bring any matter to their attention. The plan drawn up and put into effect, a plan still approved and active forty years later, provided that a nominee for membership be chosen by the alumni each year for a term of five years, thus maintaining five alumni trustees in the board at all times. It was not desired to change the charter of the college in order to establish a new method of election. The procedure was established, therefore, by agreement between the alumni and the trustees, the latter agreeing to elect annually an alumnus nominated by the former, and the members thus elected being in agreement with the alumni to present his resignation to the board at the end of five years. A member thus resigning might be re-nominated and so retained in the board for a second term of five years; recently, however, the alumni have formally decided not to make such re-nomination. Many graduates serving in this temporary way have, on the expiration of term of service or later, been elected by the trustees to life membership in the board.

Dr. Campbell's administration was now to come to an end. It had been vigorous and progressive, especially in its early years. In the middle years of it there had been marked development of student life. At the last of it there was still the strength of a fine, united organization and of student spirit. Student numbers, however, were reduced. The largest registry had been in 1875 when there were one hundred and eighty-eight students in all. The president was well advanced in years; he felt the infirmities of age and the burdens of his office. In 1881 he resigned; and his resignation took effect on the inauguration of his successor at Commencement, 1882. On his retirement he was made professor of ethics and the evidences of Christianity with duty of only

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one lecture hour a week; a continuing salary was provided for him. After a few years he was released from even the one hour duty. He was, however, far from idle. His vigorous spirit and great religious zeal moved him to the founding of a new church in a growing part of the city, the Suydam Street Reformed Church, of which he became pastor and to which he gave full service for no less than seven years. Mrs. Margaret Deland, niece of Dr. Campbell, and author of *Old Chester Tales*, creator of the character, Dr. Lavender, so widely known, says: "In creating the character I had Uncle William Campbell very much in mind."

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Merrill E. Gates

CHAPTER XIII

THE TIME OF PRESIDENT GATES

MERRILL EDWARDS GATES was chosen president to succeed Dr. Campbell, March 7, 1882, and he was inaugurated at Commencement that year. The trustees had turned again to the institution, the Albany Academy, from which Dr. Campbell had come to New Brunswick, and, beside him, Professor Beck, Professor Cook, and Professor Murray. They chose a layman as at the middle of the century they had chosen a layman and then another, A. Bruyn Hasbrouck and Theodore Frelinghuysen; and they chose a young man, only thirty-four years of age. They had been made aware of his great success and growing reputation as principal of the academy and felt well assured that still greater success and distinction would attend him as president of the college. Dr. Gates was born at Warsaw, New York, April 6, 1848. He was graduated from the University of Rochester with the degree of Bachelor of Arts in 1870 and he received the degree of Master of Arts there in 1873. In 1880 he received the degree of Doctor of Philosophy from the Regents of the State of New York. At his coming to Rutgers both Rochester and Princeton conferred upon him the honorary degree of Doctor of Laws. Later he received the same degree from Columbia and from Williams; and Columbia also conferred upon him the degree of Doctor of Letters. His record as an undergraduate at Rochester was brilliant and replete with honors. From the time of his graduation he was at the Albany Academy, declining calls from time to time to go elsewhere, and in the twelve years of his service there he developed its

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course of instruction, greatly increased the number of students, and gained for the institution an enviable reputation. He was a man of marked intellectual ability, of unusual power in public address, and of distinguished personal appearance. He came to his new office under very happy auspices, welcomed with enthusiasm and assured of cordial and full support in what seemed a time of opportunity. He gave himself with great zeal to his by no means easy task and in addition to his executive duties accepted some work of instruction. He taught moral philosophy; and he taught the evidences of Christianity after that subject was surrendered by Dr. Campbell in 1886.

President Gates had with him at the start a strong group of men of mature experience in the service of Rutgers: Professors Cook, Reiley, Doolittle, Cooper, Van Dyck, Hasbrouck, Bowser, Meyer, and Atherton; and with them the men of more recent appointment, Professors Hart, Merri-man, Austen, and Wilber.

When changes in the faculty came, the college was singularly fortunate in the men who took the places of those who retired from the teaching staff or who were added to the increasing staff. Dr. Gates secured men who were to give notable and prolonged service. Professor Atherton resigned almost at once to become president of Pennsylvania State College. He was succeeded as professor of history and constitutional law by Austin Scott, Ph.D., who was to become greatly distinguished as a teacher, a devoted servant of all college welfare, and, later, for fifteen years, president of the college. Dr. Scott was born near Toledo, Ohio, August 10, 1848. He was graduated from Yale in 1869 with the degree of Bachelor of Arts; he received the Master's degree from the University of Michigan and the degree of Doctor of Philo-

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sophy from Leipsic. For some years he was engaged with Mr. George Bancroft in the preparing of his History of the United States and his History of the Constitution and in his residence abroad as minister to Germany. During part of this time and until 1883 when he came to Rutgers he was associate in history at Johns Hopkins University and organized and conducted a seminar in American history there. From the beginning Dr. Scott, by his vigorous personality, his quite extraordinary teaching gift, and his telling command of his subject, filled large place in the college life. He entered into active relation with all college affairs. As the years went on he was to increase in his power and influence and, serving for nearly forty years, was at his death to be ranked with the foremost of all who, through the century and a half, had taught in the halls of Queen's and Rutgers.

In 1883 Edgar S. Shumway, Ph.D., graduate of Amherst, came as adjunct professor of Latin. Two years later Professor Reiley resigned to accept appointment as consul of the United States at Athens, Greece, and Professor Shumway became fully his successor. He was to continue with the college until 1900 and he proved himself a teacher of fine scholarship and discipline. In 1883 also Louis Bevier, Ph.D., began his work, serving first as instructor in French. He was to become professor of modern languages, and, in 1893, professor of the Greek language and literature when Dr. Cooper passed from that chair to the chair of philosophy. Dr. Bevier was graduated from Rutgers in 1878, and he received the degree of Doctor of Philosophy at Johns Hopkins University, being one of the first students of Professor Gildersleeve there. He had also studied abroad and he came back to his Alma Mater with great promise which has been abundantly fulfilled in his very long and very fruitful service in the class

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room and in every field of the college welfare. For nearly ten years, from 1912, he served as dean of the college. At the midpoint of the administration, 1886, Alfred A. Titsworth became professor of mathematics and graphics. He too was a graduate of Rutgers, Bachelor of Science, 1877, Master of Science, 1880, and Civil Engineer, 1881. He came back to his Alma Mater from place in the faculty of Alfred University. Later he was to become professor of civil engineering and dean of engineering; and still later he was to confine his work entirely to the teaching of mathematics. Professor Titsworth, like Professor Bevier, was to become a great factor in the life of the college, finely representative of its spirit, his service not at all confined to his department. As the years went on both Professor Titsworth and Professor Bevier were recognized by their Alma Mater with honorary degree, the former with the degree of Doctor of Science in 1907 and the latter with the degree of Doctor of Letters in 1908.

The military department, established and maintained in accordance with requirement of the land-grant act, became at this time more formally and strongly organized under army officers sent by the War Department. The first military superintendent after the founding of the state college was Major Josiah H. Kellogg who served from 1866 to 1871; from 1871 to 1880 Professor Atherton was in charge; and the work had a very minor place in the college program. In 1880 Samuel N. Holmes, first lieutenant, became professor of military science and tactics; and in 1882 Frank L. Dodds, second lieutenant, succeeded him. Under these lieutenants the department came to assume more importance and to give some hint of the large proportions it would reach and the large service it would fulfill in later years. Lieutenant Dodds

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later attained high rank in the army, and he was for a time professor at West Point. From 1885 to 1888 John T. Honeycutt, first lieutenant, held the detail; a tablet to his memory, presented by friends in New Brunswick, is in the chapel. From 1888 to 1891, Samuel E. Smiley, second lieutenant, was in charge, who served again from 1903 to 1906, and who since 1921 has been once more in charge, having risen to the rank of colonel, having been retired, and having been thereupon assigned to Rutgers for service without term, the ordinary detail of officer in active service being three years with a fourth year possibly added.

An appointment to the staff of the college which began a very notable and long-continued official service was that of Irving Strong Upson. He had entered Rutgers in 1877, coming from Connecticut, after boyhood spent in part at Somerville near New Brunswick. During his undergraduate years, although without inherited connection with the college and of a lineage other than that chiefly concerned in its traditions, he developed very strong interest in the history and varied life of the college, collecting data concerning it and making it the main interest of his life. On the day after his graduation in 1881 he became associated with Professor Cook as clerk in the agricultural experiment station which had just then been established by the state and of which Professor Cook was director. His interest in the college library was very great and in 1884, when Professor Hasbrouck retired, he was made librarian, retaining at the same time his office with the experiment station. He was to remain librarian until 1906, although in the latter part of the period, commanded by other duties, committing much of the work to an assistant or acting librarian. To the end of his life he said that the library would really have been his choice

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as a life work. Under him the collection of books and the actual service of the books to the students were at once and continually enlarged. The number of books increased during the brief time of President Gates from 10,000 to 26,000. Until Mr. Upson's time the library had been in charge of professors who could not give major time to it, or even at all adequate time. He had a love for books and a love of system which, with his love for the college and, at the first, generous freedom of time for the library management, meant decided progress from every point of view. There was one especial increment to the library at the time, a great encouragement to him and a great enriching of the resources of the college, the gift in 1887 by P. Vanderbilt Spader, Esq., class of 1849, of his very large and valuable personal library, and, later, of a fund of \$10,000., the income to be used for the constant increase of the volumes in this special collection primarily of history and English literature.

At the beginning of President Gates' administration there was effort for new endowment; it met with some success but added no great amount to the college's income-bearing investments; the addition at once was about \$50,000. Late in the decade another special effort was made; two substantial gifts from trustees were received, \$10,000. from Mr. S. R. W. Heath, and \$25,000. from a trustee who wished his name to be unannounced, and a total of about \$60,000. was added to the endowment in about a year and a half. Among the trustees with Dr. Gates at his entering upon his duties were many men of long experience in the board, including Frederick T. Frelinghuysen, Robert H. Pruyn, John Hopper, Joseph P. Bradley, David D. Demarest, secretary from 1866 to 1898; Henry L. Janeway, Talbot W. Chambers, Joachim Elmendorf, Samuel Sloan, George C. Ludlow, S. Oakley

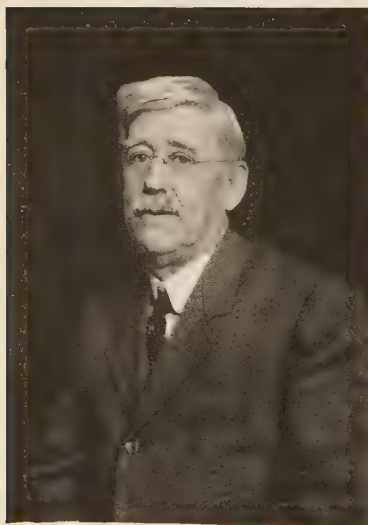
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Julius Nelson



John B. Smith



Byron D. Halsted



Irving S. Upson

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Vanderpoel, Henry W. Bookstaver, Robert F. Ballantine, William R. Duryee, who had succeeded his father, the devoted and generous trustee, Peter S. Duryee, and William Clark. When changes came during the decade, men entered the board who began especially long continued service: Tunis G. Bergen in 1883, one of the first trustees coming by alumni nomination, Henry R. Baldwin in 1883 commencing his singularly faithful and fruitful official work, Frederick Frelinghuysen in 1885 succeeding his father and entering upon devoted and most useful service, long continued, Jonathan Dixon in 1886 becoming the always wise adviser in legal affairs, James Neilson also in 1886 joining the board to which he was to give for college use, as time went on, generous gifts of land, Edward B. Coe and John B. Drury from 1887 giving incessant attention to the academic problems of the college, Garret E. Winants becoming a trustee in 1889, coincident with his noble gift of the much needed and often proposed dormitory.

Winants Hall was the only building wholly the college's erected during the administration of Dr. Gates, coming at the very end of it. In the early days of Rutgers, trustees and friends had pronounced it an especial asset of the college that the students were housed in private homes, that there was no dormitory system such as maintained at some other colleges. This judgment was not convincing to many friends, however, certainly not to many graduates and students who, on the merits of the case or induced by apparent advantage possessed by other colleges, had long advocated and asked for dormitory erection. Hertzog Hall since 1856 had provided rooms for students intending to study for the ministry. The trustees, convinced of the value of a dormitory system or compelled by the appeal of graduates and students, were

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busy with the question in 1888. The number of students had increased and home accommodation in the city was not adequate or in every way satisfactory. Mr. Garret E. Winants of Bayonne then offered to give the desired building. A site was chosen at the west end of the campus and plans were adopted March 5, 1889, drawn by Mr. Van Campen Taylor, graduate of the college, class of 1867. The corner-stone was laid with appropriate ceremonies June 18; the building was completed at a cost of \$75,000. or more; and it was first occupied in September 1890. It was the first full answer to the dormitory appeal which had repeatedly expressed itself for sixty years, ever since the revival of the college in 1825. It is of stone and brick, of spacious and dignified appearance, arranged to accommodate about eighty-five students. After nearly thirty-five years it is still serving its purpose, still filled each year by students, chiefly underclassmen.

Other erection, not precisely the college's yet offering dormitory accommodation and beginning a system that in later years was to aid largely to solve the dormitory problem, had been accomplished about three years before. It was the start of fraternity residence. After much discussion and effort, led by the Reverend Dr. William H. Ten Eyck, class of 1845, the Delta Phi Fraternity laid the corner-stone of its house for lodge room and students' rooms in 1887. A site had been secured just north of the Queen's Campus. It was a marked innovation in the order of Rutgers College life; it met a strong demand of the time, however, a demand which grew apace with the years and which has brought forth the erection or purchase of house from time to time by every fraternity at the college and enlargement or renovation of many of these houses in most recent years.

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Another building, not the college's own but serving research work virtually its own and housing some of its own allied instruction work, was added to the campus group at the end of the decade. This was the building known as New Jersey Hall, erected by the state to accommodate its agricultural experiment station and the similar station at this time established by the United States. The site was given by Mr. James Neilson just north of the old campus, next to the Delta Phi house. This was the beginning, these two erections, of the Neilson Campus. The original appropriation by the state for the building was \$30,000.; the final full cost was \$40,000. The building was first occupied in 1889 and for about twenty-five years, until new buildings began to be at the College Farm, it housed virtually all the research work in the agricultural sciences. Instruction work in the college departments of chemistry and botany was also carried on there, removed from Van Nest Hall and Geological Hall. Since the major work of the station has been removed to the buildings at the farm, and the Chemistry Building has been erected, the building has housed minor work of the station and the college departments of botany, physiology, and zoology.

The erection of this building and legislation of state and nation at the same time mark a point of progress in the college's research and instruction service of great moment. Experiment or research in agriculture, the relation to agriculture of the natural sciences, had been discussed and indeed somewhat advanced as early as the beginning of the century. There was a society for this and kindred scientific enterprise in Albany; there was one in Massachusetts; there was one in Philadelphia; and as early as 1814 there was one in which some leading citizens of New Brunswick were actively in-

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terested. Simeon DeWitt, graduate of Queen's, 1776, was active in the Albany society and a member of the one in Massachusetts also. The work had no great strength or progress. The founding of the first agricultural college in 1856 in Michigan and the founding of such colleges in the several states after the land-grant of 1862 encouraged and established research work along with the appointed instruction in so far as professors connected with them had time and ability and ambition to carry it on. Soon thereafter, as was quite inevitable, certain of the states established their own centres for the specific work of research, adopting the title, agricultural experiment station, and attaching the work with that of the agricultural colleges. New Jersey was one of the first of these, establishing its state station in 1880. The act of the Legislature creating it did not make it a part of the State Agricultural College, but provided that it should be at the college and that the Board of Visitors of the college should be the Board of Managers of the station. Thus it did not come under the trustees of Rutgers College, but was placed under its own board, the appointing of its staff not resting with the trustees and the funds for its maintenance not passing through the college treasury. Possibly those who prepared the act did not surely intend such separateness; probably they did. Possibly the act might admit other interpretation; but this has been the always fully accepted interpretation, and the technical separateness has always been carefully and agreeably preserved. The activities of the station, however, have been so closely interwoven with the college activities and have been so prevailingly carried on by college men that the separation has been more formal than real. Professor George H. Cook was made director of the station, Irving S. Upson was made clerk, and research work

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was at once begun and it was continued under men whom Professor Cook called to his staff. It was carried on in Van Nest Hall.

A few years later, 1887, the Congress of the United States passed an act, in line with its land-grant of 1862, establishing agricultural experiment stations as part of the work of the agricultural colleges in the several states. Money, amounting soon to an annual \$15,000., was appropriated for each state which would accept the provisions of the act. This co-called Hatch act, bearing the name of its proposer, the Honorable William H. Hatch of Missouri, was, therefore, the national organizing of the great and ever-increasing study and experiment in the sciences related to agriculture which through the thirty-five years since has wrought such marvellous things in agricultural practice and in national welfare so much based upon that practice. New Jersey at once availed itself of the offer of the United States, by act of the Legislature agreeing to the provisions laid down and assigning the money to be received to the trustees of the college for the appropriate uses. Thus there was established, by United States funds, the college agricultural experiment station as contrasted with the state station, but intended and destined to work with it as really one research enterprise. Dr. Cook was made director of the new station by the trustees of the college and from his time until now the director of one has always been the director of the other, and the work has been so distributed and coordinated that best possible procedure has maintained and best possible result been secured. As the years have passed, Congress has doubled its annual appropriation to the college station, and the Legislature has greatly increased its appropriations to the state station. It was in connection with the forward action taken by

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Congress and in response to the call of the college, in view of the planned advance of work under auspices of both nation and state, that the Legislature passed its act providing for the erection of the building, New Jersey Hall, to house these activities.

This point of progress in public enactment for scientific research had its very important issue in a great strengthening of the staff of the college, called to teach as well as to carry on research. It meant that, near the end of President Gates' administration, there were added to the Rutgers College faculty three men, young in years but already known for able work in their respective fields, who were to serve the college and the station as long as they lived and were to come to great reputation, the college sharing their distinction. In 1888 Dr. Julius Nelson came as professor of biology, and in 1889 Dr. Byron D. Halsted came as professor of botany, and Dr. John B. Smith as professor of entomology. Professor Smith served for twenty-three years, until his death in 1912, giving to his students his wealth of learning and becoming most widely known as foremost authority on the mosquito, showing the way of its extermination to the state and to the nation. Professor Nelson served for twenty-eight years, until his death in 1916, becoming most widely known as the first authority on the oyster, its preservation, cultivation, and development. Professor Halsted served for thirty years, until his death in 1918, the last few years but little active owing to ill health, honored, as were the others, by the students and the faculty, and recognized everywhere for the high authority and value of his many published researches on manifold subjects of plant life. The strength of the college at the point where strength is most essential, the teaching staff, was thus given marked increase, three men of such

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unusual scientific attainments, ability, and reputation being added. It was all a new emphasis on scientific study, on pure science as well as on science in its practical and useful applications.

The forwardness of the college at this time in relation to state and nation, and especially in relation to scientific study, was marked by two further items of much significance and importance. At this time of the acceptance of the Hatch act by New Jersey it was thought desirable that a clear declaration be had of the status of the state college at Rutgers, and such declaratory clauses were incorporated in a supplemental accepting act passed by the Legislature. No new status was created, and the old status was perhaps sufficiently definite and clear; but the new and more extended declaring of it seemed of value at the time and came to be regarded as the fully expressed foundation upon which the state's higher education through the college came to be greatly developed. This act, 1888, really but reaffirmed in very direct terms that the Rutgers Scientific School is the State Agricultural College of New Jersey, and newly recognized the Trustees of Rutgers College in New Jersey as the body maintaining said Agricultural College.

The important concrete action which soon followed, for which also President Gates was largely responsible, was the scholarship act of 1890. This was the first providing by the state of money for the support of the state college, either for tuition of students or for a department of instruction. All earlier enactments from 1862 on had been simply for the assigning of United States funds to the college and for the defining of arrangements consequently advisable at one point or another. Now, in legislation at least, though the proposed appropriation was virtually inactive for a decade and more,

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began that financial cooperating of New Jersey with the United States in the maintenance of a college for the benefit of agriculture and the mechanic arts which had been implicitly called for in the land-grant act of Congress, 1862. This cooperating act, passed twenty-eight years later, provided for a scholarship for every assembly district in the state, to be assigned to the student shown to be best qualified by competitive examinations held at the county court house. Sixty scholarships available each year were thus created. The college was to receive the students thus qualifying and the state was to pay the tuition charge for them. In the years since there have been various amendments to the act, changing details of administration and increasing the tuition amount paid for each student, all college charges for all students going through constant process of increase, but the main enactment has not been changed or repealed; it is more active and important now than ever before. At the very beginning difficulty arose in the carrying out of the act. The competitive examinations were appointed and held; candidates presented themselves, not then or for some years in any considerable number; those who qualified were received by the college; and the corresponding account was rendered to the state. Objection to payment was raised by the state comptroller; an initial and partial payment of \$1,500. was made, and no further payment. It was contended by the comptroller that he could not legally authorize payment of monies by the state to the college. This situation continued through the decade and later until the question came before the Supreme Court and the Court of Errors and Appeals and received from them its positive and effective answer sustaining the action entered into by the state and the college. Year by year the examinations were held and candidates qualifying through them were received into the college. Year by year the tuition



New Jersey Hall



Winants Hall

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account for these students was rendered to the state; year by year these students paid no charges; and year by year no payment was received. That which President Gates had felt would be a great advantage to the college, a great advancement of the state's proper cooperation and of the college's annual income, and which later proved itself so, was for the time a keen disappointment and in a way an added burden to the college.

The other large additional item in this particular forwardness at the time was the passing in 1890 of the Morrill act by the Congress of the United States, providing annual appropriation from the national treasury for the colleges for the benefit of agriculture and the mechanic arts throughout the country. The Honorable Justin S. Morrill of Vermont had introduced the bill which passed in 1862 and which for that reason had been called the first Morrill act, as well as the land-grant act. He now introduced the bill which was to substantially increase the national support of the state colleges established on the 1862 foundation. It provided that each such college should receive \$15,000. the first year, and each year thereafter an additional \$1,000. until the annual amount would be \$25,000., which would then be each year's appropriation. The money was to be expended for instruction in the various sciences within the intent of the land-grant act, mathematics and English, by government ruling, not excluded. This was a very substantial increase in the income of the college available for work in the sciences coming more and more to be demanded by students. Not many years later, too, it was to be substantially enlarged by the passing of another act which added, after a few years of growing amount, an annual \$25,000., establishing the full \$50,000. each year which still maintains.

This national co-operation, modestly advanced in 1890,

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meant at once, of course, a considerable impetus to certain scientific departments. Civil engineering, which had for many years held notable place in the curriculum, now had electrical engineering added to it. Chemistry became more distinctive and important. Agriculture, as a specific technical study, however, still made no great progress, either in offering of studies, staff of instruction, or number of students. Sciences basic to it, however, were receiving good emphasis, botany and biology as well as chemistry. The humanities were not, however, without their items of progress also; one thing of special importance was the appointment in 1889 of Mr. John C. Van Dyke as professor of the history of art, who later received from the college the honorary degree of L.H.D. in recognition of his great distinction as art critic and author. He had been for a number of years librarian of the Sage Library at the theological seminary, a position which, with his professorship, he has continued to hold to the present time. His great achievements in his field of study and high recognition in the world of art and literature, together with his uninterrupted teaching of Rutgers students, have added to the college's own reputation.

President Gates, in his last annual statement to the trustees, 1890, was able, it is interesting to note, to speak of new strength in classical studies as well as scientific. He refers to the recent national and state legislation affecting the college, to the first holding of the scholarship examinations, to the starting of a department of electrical engineering, to the need of a chemical laboratory to cost perhaps \$40,000., but as well to the fact that there seems to be a revival of interest and enrollment in the classical groups. With this he reports the adding of \$60,000. to the college's endowment in a year and a half and the planned erection of the dormitory

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to cost perhaps \$75,000. At this time also the thought was maturing which provided virtually at once an athletic field for the students. Ever since the first football game, 1869, and probably before that, the field on College Avenue, privately owned, had been allowed for student use. The proposal of the owners of part at least at this time was to divide this land into building lots. In vacating the land the students had no place to which to move their athletics; but the place was to come through the generosity of the graduate and trustee, James Neilson, Esq., who placed at disposal land just east of the old field and of College Avenue, lying along George Street, along the river. It needed much grading and improvement, and its new use faced some objection at the moment, but it met the emergency and has remained until now the excellent, though hardly adequate, athletic field of Rutgers.

Another property item of President Gates' time, an activity of importance to the college student registry, was a Grammar School advancement. The old school, founded about the time of the college's founding, had been doing its work all the years without interruption. Professor DeWitt T. Reiley had been for a considerable time in charge of it, giving to it faithful and successful effort, aided greatly by Mr. Alexander Johnston. He had made the school a large feeder for the college, classes graduated during his time composing a large part of the entering classes at Rutgers. He was himself the owner of the dormitory house on Hamilton Street. He retired from the charge of the school in 1883 and Everett T. Tomlinson, A.M., succeeded him, the title, head-master, taking the place of the title, rector, which had maintained so long, and the title, Preparatory School, taking the place of the title, Grammar School, which had been in

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use for at least one hundred and fifteen years. Mr. Tomlinson began his work aided by a long-time mathematics teacher, Mr. W. E. Bissell, by Dr. Louis Bevier, later professor in the college, by Mr. Henry Veghte, later professor in Hope College, and by the present president of Rutgers. An aggressive movement made more dormitory accommodation necessary; and in 1885 the trustees bought the property from Professor Reiley and enlarged and renovated it, investing in it a considerable amount of college endowment, stipulating that it bear interest at seven per cent. Interest was not long paid, if at all; and until most recent years there has very rarely been a surplus of income available; and finally the invested amount was written off the college endowment. Mr. Tomlinson remained with the school for five years, years of efficient work and large attendance. His successor, and after him another, remained but a short time. Then were to come successively the long and notable school administrations of Eliot R. Payson, Ph.D., and William P. Kelly, A.M., bringing the school to the present time and to the present well-established strength and large usefulness.

Instead of the sixteen members of the college faculty in 1882 when Dr. Gates became president there were now twenty-three members. The students had increased from one hundred and thirty to nearly two hundred. In 1882 twenty-eight men were graduated; in the succeeding years until 1890 even fewer men were graduated; in 1891 forty-one men were graduated, and thereafter the larger number of graduates maintained. The number entering as freshmen is perhaps a more clear index of the times. In 1878 thirty-nine entered, in 1879 thirty-four, in 1880 thirty-seven, in 1881 thirty-three. In 1887 sixty entered, in 1888 seventy-one, in 1889 sixty, in 1890 sixty-three. The student life,

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with still so few students composing it during most of the decade, 1880-1890, was well organized and spirited. The literary societies, Philoclean and Peithessophian, continued strong. The fraternities were in general vigorous, loyally sustained. Athletics, intercollegiate sports, were carried on with rather remarkable zest and success.

At the close of the decade came the death of two of the most eminent of the leaders and servants of Rutgers, one of them at the time still in usual and vigorous service, the other for some years retired from college office. Professor George H. Cook died October 29, 1889, after service since 1853, full of years, and full of honors by reason of his singularly distinguished leadership of the scientific movement in the college and by reason of his great and widespread influence throughout the state and service of its varied welfare.

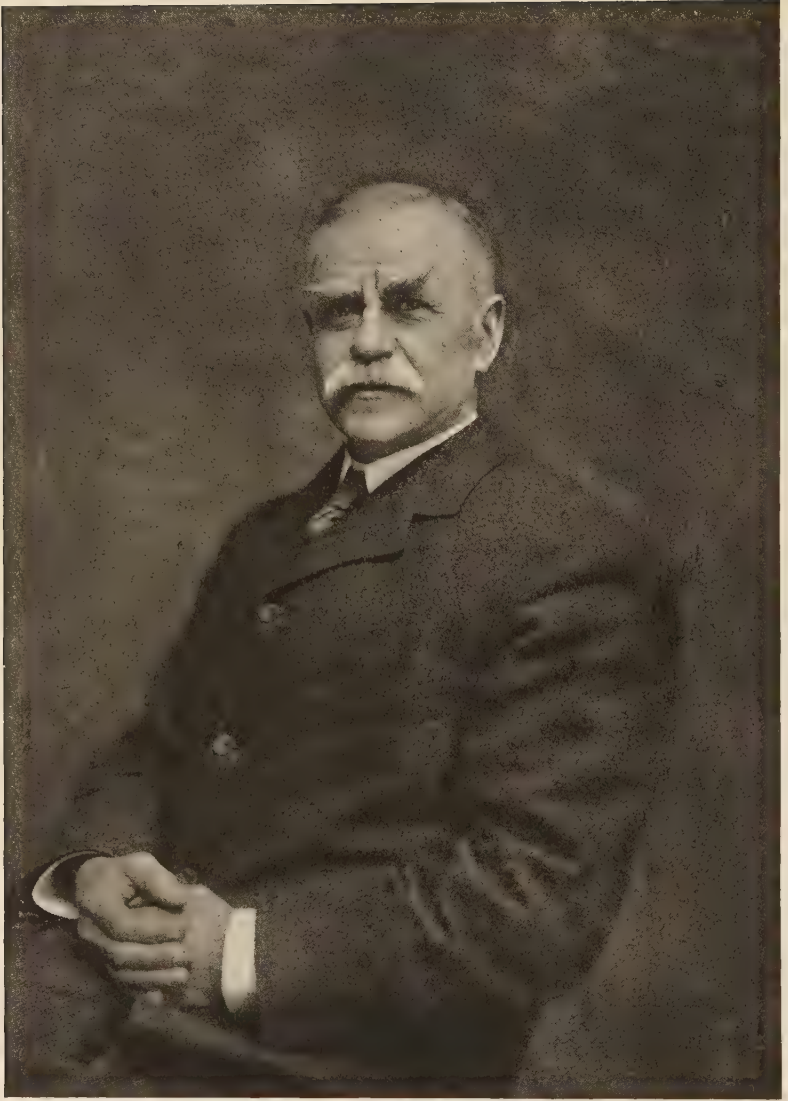
Dr. William H. Campbell died December 7, 1890. Since his resignation from the office of president in 1882 and his retirement from the last of his teaching in 1886 he had been pastor of the church which he had organized in New Brunswick. He had come to the theological seminary as professor in 1851, from that time serving also as professor in the college. In 1863 he had become president of the college, retiring from his position in the seminary. At his death the college and the seminary, the church and the city, lost from their life one who will always rank among the greatest who have served the institutions in New Brunswick.

At the close of the college year, 1890, Dr. Gates received a call to become president of Oberlin College and a call to become president of Amherst College. His consideration of the two calls, and of the office at Rutgers to which he seemed at first to give precedence, finally resulted in his acceptance of the presidency of Amherst. His work at Rutgers ended

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in the summer; his formal resignation came before the trustees at a meeting held October 28 and was accepted. Dr. Gates' administration was very short but he had given himself, all his mind and strength, to the college of his adoption, and had won no small distinction in the college world of that day. He remained at Amherst about the same length of time that he remained at Rutgers, not quite so long, and retired to a life of less formal educational connection but of activity still in education and public affairs. He had been for years especially interested in the Indian question, in the procedure of the government and of other agencies in caring for and advancing Indian welfare work. He served as president of the Indian Commission and, on leaving Amherst, he became the executive secretary of the commission, making his home at Washington. On retiring later from this office he still remained in Washington, lecturing at schools and churches and on public occasions. He died at his summer home, Bethlehem, New Hampshire, August 11, 1922.

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Austin Scott

CHAPTER XIV

THE TIME OF PRESIDENT SCOTT

ON the retiring of Dr. Gates, the work of presiding over Rutgers College for a time was committed to Professor T. Sandford Doolittle. The trustees having adjourned in June without knowledge of the impending resignation of the president, a committee of the board asked Dr. Doolittle to assume at once any necessary responsibility and oversee matters incident to the opening of the college year. The trustees at their meeting, October 28, confirmed this action and appointed him vice-president and acting president. He had very high place in the respect and affection of the faculty and students, and recognition among the trustees and friends of the college as worthy of almost any honor the college could give him. The trustees were already studying out the wisest choice they could make for permanent appointment; and only a month later, November 25, they chose Professor Austin Scott. He had been in the service of the college since 1883 and had come to be regarded as possessing not only unusual teaching ability but as well gifts of leadership and control. It was much in mind, for one thing, that he had good knowledge of the pending problem with the state and apparently good capacity for dealing with this matter which at the time most of all, perhaps, called for executive attention. Dr. Scott was inaugurated February 4, 1891, Dr. Doolittle holding office pro tem until that date. Governor Leon Abbett presided, made the address on behalf of the trustees and delivered to the new president the keys of the college. Professor Doolittle spoke for the faculty, and the Honorable Cortlandt Parker

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for the alumni, and Mr. John H. Raven for the students. The degree of LL.D. was conferred upon Dr. Scott at the time by Princeton, and it was conferred upon him in 1914 by Rutgers.

The faculty showed considerable change quite coincident with Dr. Scott's becoming president. Edward B. Voorhees, A.M., became professor of agriculture in 1890, succeeding Dr. George H. Cook, and becoming also director of the college and state experiment stations. In the same year, Edward L. Stevenson, Ph.D., came as instructor in history, to assume some of the work which Dr. Scott could no longer fully carry. Professor Voorhees was a graduate of Rutgers, 1881, and he later received the honorary degree of Doctor of Science. He continued with success the work which Dr. Cook had started, came to large service and influence in New Jersey and to much distinction in scientific circles in this country and abroad. Dr. Stevenson became in time professor of history and came to much distinction through his original studies of early maps and his books, the history and description of map-making. The next year, 1891, the Reverend Dr. William R. Duryee became professor of ethics and the English Bible; Albert H. Chester, Ph.D., Sc. D., became professor of geology; and Robert W. Prentiss, M.Sc., graduate of Rutgers, 1878, became associate professor of mathematics, later becoming professor. Dr. Duryee was a graduate of Rutgers, 1856, a trustee at the time of his appointment to the faculty, a minister of the Dutch Reformed Church, much honored and beloved. He gained at once a rare place in the friendship and affection of his colleagues and of the students. Dr. Chester was a graduate of Columbia and came to Rutgers from professorship at Hamilton College. He too at once commanded by his ability and character and disposition the

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respect and friendly regard of all the college circle. Both Dr. Duryee and Dr. Chester, beginning their work in President Scott's time, ended their service during the same period, called from the ranks of the teaching staff by what seemed the all too early summons of death, Dr. Duryee in 1897 and Dr. Chester in 1903. Other appointments in the first half of the decade, bringing to the college men who were to continue many years until now in its service, were those of E. Livingston Barbour, B.O., to instruct in oratory, William E. Breazeale, M. Sc., in the department of mathematics, Eliot R. Payson, A.M., to give courses in pedagogy, Edwin B. Davis, B.L., in the department of Romance languages. Late in the decade the Reverend Henry Du Bois Mulford, class of 1881, came as professor of the English language and literature, succeeding Dr. Charles E. Hart, who was transferred to the chair of ethics and the English Bible to succeed Dr. Duryee; Professor Mulford was to remain for about fifteen years. Fred H. Dodge, A.B., came in 1898 to take charge of the work in physical training, and he was to remain over twenty years; this work had been brought into the regular college curriculum as early as 1891 under Charles E. Adams, A.B.

A great loss from the faculty, the social life of the college, the church, and the literary and intercollegiate world, was the death of Professor Doolittle. It was sudden, altogether unexpected. He was at the morning chapel service, in charge of it, when his strength suddenly failed; he was taken to his home near by and he died at the end of the day, April 19, 1893. He had given his life to his Alma Mater with singular devotion from the time of his entering as a student in 1855 and through nearly thirty years in the faculty, having returned to New Brunswick as professor only five years after his graduation. His affection for the college was warm and

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deep, always controlling; in teaching, preaching, public address, writing for the press, he was an ardent and untiring servant of its welfare; he was a fine comrade in the faculty; and he was a friend of the students. From 1880 when Dr. Hart became professor of English, Dr. Doolittle was able to give himself chiefly to the work in philosophy and psychology, continuing some service, however, in oratory, and giving some lectures in the fine arts. At his death in 1893 Professor Cooper was transferred from the chair of Greek to the chair of philosophy and psychology, and Professor Bevier was transferred from his chair in modern languages to the chair of Greek.

An important matter in the composing of the Board of Trustees came about at the beginning of the decade. Since 1864 when the Queen's Building and its campus were conveyed back to the trustees by the General Synod of the church, and by agreement attaching with that transaction, the board had been under obligation to have three-fourths of its elected members communicant members of the Dutch Reformed Church, known from 1869 as the Reformed Church in America. In 1883-4 there had been proposal to reduce this quota to two-thirds; but it did not advance, it did not meet ready and adequate approval. Now, in 1891, the trustees requested the synod to unite in making this change; and the synod at its session in June did so, the new quota, two-thirds, from that time being in effect. Other items, of less import, in official action were the adopting of a new college seal and the destroying of the old one in 1892, the change of Commencement exercises from morning hour to evening hour in 1894, and the establishing of Charter Day as an annual observance in 1895, the day in 1897 being especially notable for the presence of the Honorable Garret A. Hobart, Vice-

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President of the United States, graduate in the class of 1863.

Property matters, one at least of great importance, mark the period, the early years of President Scott's administration. He did not wish to occupy the house erected for President Hasbrouck and also occupied successively by Presidents Frelinghuysen, Campbell, and Gates. He continued to live in the house on Livingston Avenue which he had acquired; and the house on the campus was given over to academic uses, to some college collections and to some college classes. Van Nest Hall, the small building two stories high, excellent but not imposing, erected in 1845, was remodeled in 1893 by gift from Mrs. Ann Van Nest Bussing, the daughter of Mr. Abraham Van Nest; a third story and a porch were added, increasing the capacity for college work and making the entrance dignified and attractive. The drafting work of the engineering department was transferred from the Queen's Building to the new third floor of Van Nest. The offices of the college were at this time more fully established in the west end of Queen's. Extensive campus improvements were accomplished, grading and roadways; and the stone wall at the east end of the campus was erected by gift of Mr. George Buckham of Boston, class of 1832. The dwelling next to the Preparatory School was bought in 1893 for use by the younger scholars, an elementary school, at expense of \$15,000., contributed by friends of the school and of the college in New Brunswick. The Neilson Athletic Field came into use. The Winants Dormitory also had just been occupied for the first.

The most important property item of the time was the erection of a gymnasium. Physical exercise as a part of the education of youth somewhere had been noted early in the time of the revived college, 1825-1830. At the middle of the

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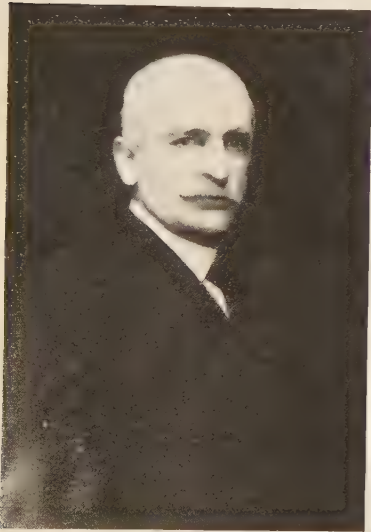
century a gymnasium had been spoken of as very desirable. A little later college sports began and became organized. Soon thereafter the theological seminary was provided with a building by a generous friend of both institutions, Mr. James Suydam, the James Suydam Hall, a spacious gymnasium, with class rooms and a small chapel above. From 1877 the college students were given the privilege of using this seminary gymnasium and its good equipment; but no very large use of it was made by them. With more students in college, fifteen years later, and new emphasis on the trustees' responsibility for their physical welfare, the need of a building the college's own gained new attention and was definitely set forth. The response came from Mr. Robert F. Ballantine of Newark, connected with the North Reformed Church of that city, who had been a trustee since 1876. Early in 1893 he offered \$20,000 for the building desired; later he increased his offer to \$40,000; and, in the event, he most generously carried through the erection by his own arrangements, not reporting the total cost; it must have been at least \$60,000. Mr. James Neilson gave the land for it, on Hamilton Street opposite the Queen's Campus from George Street to Bleecker Place; upon the plot a new library, as well as this building, was in time to be erected. The Robert F. Ballantine Gymnasium was first occupied in April 1894. It was well built, a spacious and attractive addition to the college property. Meeting an insistent need, it has notably served the students' exercise and athletics until the present time, becoming armory as well as gymnasium, accommodating military drill as well as work with apparatus and formal games. Though of quite inadequate size for the present-day student body, it still gives large, indispensable service. It is the place of indoor intercollegiate sports; it is the place of large social



Albert H. Chester



William R. Luryee



Edward B. Voorbees



Robert W. Prentiss

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occasions of the college; and for many years it was the place of important academic functions, the college's largest assembly room.

The outlook for increased resources, additional endowment or income, came to disappointment rather than satisfaction in these early years of the decade. The Spader bequest for library use, \$10,000., was paid in; but in 1894 the Crane fund, provided by the North Church of Newark for the sustaining of the professorship in English, failed, and added burden thus came upon ordinary funds. The failure to receive expected money from the Fayerweather estate was the greatest disappointment. Mr. Daniel B. Fayerweather of New York had made a will of much beneficiary bequest, considerable of it to colleges named by him. Rutgers College was not named. The will provided, however, for a large amount in trust to be similarly disposed by the executors in their discretion. The executors planned this distribution and included in the plan \$100,000. for Rutgers. This was source of much happy expectation. The action in point was contested, however; it was in the courts for years from its first proposing, 1891, after Mr. Fayerweather's death; adverse decision was rendered in 1895, and a final appeal met like adverse decision in 1897. Rutgers College with other colleges similarly named in the proposed trust distribution failed, therefore, to receive the substantial increase of funds which had been expected. In 1894 a committee on endowment was appointed by the trustees, the first such committee appointed since 1883. The results of any effort the committee may have made were not large. In the following year the president reported his own discouragement. Although the annual maintenance of the college did not run into high figures in those days, an annual deficit of \$4000. or \$5000., it was said, must be an-

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ticipated. A little later some substantial gifts were received, in 1896 from Mrs. Garret E. Winants \$10,000., the income to be used for the maintenance of Winants Dormitory, and in 1897 from two or three trustees, \$5000. each. In 1896 Professor Voorhees, in charge of the College Farm, entered into arrangement for its management which relieved the college of some financial burden occasionally recurring before that time.

One movement of much financial value and of enduring service was the founding of the Alumni Endowment Fund. Henry R. Baldwin, M.D., of New Brunswick, the devoted alumnus and trustee, was the chief founder of it; he prepared the plan and vigorously set it forth for alumni support. It was in line with activity in other colleges at the time, looking to more organized, more regular, and more substantial support of colleges by their graduates. It was a revival after many years of the enterprise which had marked the beginning of the Association of the Alumni in 1832; definite financial help by the graduates as such had been at once proposed and a few years later it had been given in connection with the building of Van Nest Hall. Through all the years intervening, graduates individually or in groups had from time to time done something for the college's permanent property or endowment or for current maintenance. Now the idea was to become a formally established system. The emphasis was laid on the graduate's duty to support the institution which had given him his education, on the generosity to which love of Alma Mater would naturally give birth, on the possibility of at least a small sum each year from every graduate, on the substantial amount which the combined gifts would produce, and on the pressing need of the college for increased income-bearing investment. The plan was, therefore, of annual gift

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by every graduate who would share in the plan, and of addition each year of the total given amount to endowment, the alumni fund. It was about this time, too, that the custom of class gifts at anniversary years also become more recognized and maintained. As the years went on these class reunion gifts came to be an important support, each year accomplishing something for the property or adding a combined gift to the endowment. Before long the new alumni plan was adding about \$3000. annually to endowment; it continued specifically active until 1919, when, at the start of special effort for large additional endowment, it had created a fund of about \$75,000. Dr. Baldwin was not without his enthusiastic and energetic helpers in initiating the plan; especially was the movement served by Mr. Upson who became treasurer of the fund.

The financial situation was not aided by payments from the state on the scholarship account. No remittance followed the \$1500. partial payment received after the first functioning of the scholarship act of 1890. The comptroller of the state declined to make any further remittances, holding that it was unlawful for him to do so or awaiting authority which would sustain him in doing so. President Scott, well familiar with the various aspects of the matter and fully given to the task of straightening it out, was sparing no effort in this behalf. In 1892 the money apparently due the college amounted to \$24,000. There was, naturally, great reluctance to undertake appeal to the courts. Friendly relationships must be maintained, a good understanding and agreeable conclusion reached if possible. In 1894, three years after Dr. Scott's becoming president, a memorial was sent to the Legislature reciting the situation and asking relief. The technical difficulty to be especially dealt with was said to be that, the act

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of 1890 providing that scholarship payments should be made from the school fund of the state, there was no money available in that fund for the purpose and the way was not legally clear to pay from the ordinary funds in the state treasury. The proposal to remove this difficulty met favor in the Legislature and a bill was passed, providing that the money should be paid from the state's ordinary funds. This seemed to settle the matter fully and happily; but, sent to the governor for his signature, the bill was vetoed by him. The effort had failed; the situation remained as it had been, remained so for ten years more. The trustees decided to continue the scholarship examinations directed by the law, to receive as students the successful candidates, to render no bill to them, and to render appropriate account regularly to the state. The amount apparently due increased, therefore, from year to year; and no new active procedure in the premises was undertaken.

In academic matters there were some items of substantial interest. In 1891 extension classes were started, a system established, which maintained for several years with good measure of success. Professor Louis Bevier was made executive secretary of the work. One professor and another gave lectures, each on his own subject matter, at centers here and there in the state. Courses were organized in different cities for students who were ready to do some formal work in some subject. The movement was an enlarging of the service of the college and gave it and the professors a wider acquaintance in the state. The always familiar relation with the theological seminary opened the way to a formal undertaking by the college of some degree-granting responsibility in the seminary's behalf. The last of the old formal cooperation in instruction, service in the college by seminary professors, had

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finally disappeared nearly thirty years before; but constant service of a general sort never failed. Now the trustees agreed to grant the Bachelor of Divinity degree to such graduates of the seminary as should complete certain scheduled work in addition to the usual studies and should be recommended for the degree by the faculty of the seminary. The admission of women to the college became again a subject of discussion, ten years after its former discussion and rejection. An overture was even received from the Rutgers Female College in New York, which later went out of existence, proposing that it be brought into connection. Again all such proposal was rejected. The trustees and the college body in general were positively opposed to coeducation.

The thorough merging of classical and scientific students in one student body of common rank and privilege was emphasized by one new item, in 1894, the abolishing of any distinction between the two groups in the award of general scholarship honors. All the students in a class became equally eligible to the award of a single first honor and succeeding honors. This, of course, did not preclude special subject honors, either literary or scientific. Unfortunately, however, the requirements for admission to the Bachelor of Science course, lower than those for admission to the Bachelor of Arts course, were still maintaining; the distinction was to continue for ten years or more thereafter and was to the college's disadvantage, and the students', in immediate and in more remote ways; in 1904 action was taken, providing for some increase in these requirements, to take effect in 1906 and thus bring the science entrance nearer to the standard of the arts entrance. In the same year, 1894, a student self-government board was created. Discipline, as in all colleges, had been an always uncomfortable function of ad-

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ministrators. The idea was everywhere growing up that relief could be secured in considerable measure by placing some, or more, responsibility on the students themselves for the maintenance of good order, of proper conduct; moreover, that right conduct of affairs would be more congenial to the student body if the oversight and judgment were somewhat placed with them; and, as well, that the exercise of some supervisory and judicial functions by students would be in so far good training for them. So the system was established at Rutgers; the board, definitely set up and annually chosen by the students, exercised the functions of its office with good spirit and with good effect for perhaps twenty years, until other situation and other organization seemed to make its functioning no longer, or only on very rare occasion, necessary. The literary societies, Philoclean and Peithessophian, were still active, but with lessened strength. Special effort was made to revive interest in them and support of them, but without sustained success. In 1896-7 their activities were actually suspended. After seventy years of uninterrupted life and, in general, of great service to students and the college, they deposited their records and their libraries with the college and considered themselves out of existence. It is not so easy, however, to disband fine organization of such long standing and with hundreds of graduates in their measure still composing its life. It was beyond all peradventure that Philo and Peitho be revived in due time. The interim was to be, however, in the one instance about twelve years, in the other more than twenty-five years. At the moment, 1899, to take the place of these societies, a college congress was organized, a body to whose membership all students were eligible and which carried on its work after the manner of the sessions of the Congress of the United



Robert F. Ballantine Gymnasium



Ralph Voorhees Library

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States. It was an excellent attempt to keep alive the literary and oratorical activity the old societies had stood for, to preserve it by the lure of a new name and new plan. It served the purpose, but for a short time only; it lasted only two or three years and was no more known in the college annals. It must be remembered, however, that the Greek letter fraternities, which at this time had come to number seven, had in their foundation the idea of training in essay, debate, and speech, and more or less carried it out in the program of their meetings for the large part of the student body who were members of them. Musical interests also were not overlooked. The students' glee club had been organized in 1880; the first concert was given January 19, 1881, at Bound Brook. From that time the club was always active. And now, 1893-4, the mandolin and guitar club was organized.

In the latter half of President Scott's administration the Board of Trustees lost by death several members who had given the college especially useful service. Dr. David D. Demarest, member of the board since 1858 and secretary since 1866, died in 1898; the Honorable George C. Ludlow, sometime governor of the state and always active in college affairs, in 1900; Dr. Henry R. Baldwin, the beloved physician and devoted worker for his college, in 1902; Dr. David Murray, sometime professor, trustee since 1892, secretary of the board since 1898, in 1905. All were residents of New Brunswick, and the first three were graduates of Rutgers. Mr. Robert F. Ballantine, donor of the gymnasium, trustee since 1876, chairman of the finance committee, died in 1905. Men were coming into the board at the same time, some of whom were to continue in the official service to the present day: Mr. Frederick J. Collier, just now (1923) deceased, in 1891; Mr. William H. Leupp, in 1895; the present president of

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the college, in 1899; Mr. John W. Herbert, in 1901; Dr. William S. Myers and the Honorable Foster M. Voorhees, in 1902; the Honorable A. T. Clearwater, in 1904; Mr. Howard N. Fuller and the Reverend Dr. Joseph R. Duryee, in 1905. All these were graduates except Judge Clearwater. In 1898 also the Reverend Dr. J. Preston Searle, graduate, came into the board, who was to serve as secretary of it from 1906 until his death in 1922. The question of required quota of Reformed Church members in the board was again raised and proposal was made that the quota two-thirds, which formerly had been three-fourths, be now reduced to a majority, but the change was not effected.

Changes in the faculty in this latter half of the administration were notable, but perhaps not unusual in number. Some new members came who were to remain in the teaching staff until now: in 1909, Richard Morris, Ph.D., class of 1898, in mathematics; in 1900, William H. Kirk, Ph.D., succeeding Professor Shumway in Latin; in 1902, Albert C. DeRegt, M. Sc., in chemistry; in 1903, Frank F. Thompson, A.M., E.E., in electrical engineering; in 1904, J. Volney Lewis, B.E., S.B., in geology; in 1905, Walter R. Newton, Ph.D. in German.

The death of two professors of long service, added to the death of Professor Duryee in 1897 and of Professor Chester in 1903 who had begun their service in President Scott's administration, brought to the college sense of special loss. In 1901 Professor Carl Meyer, who had taught German since 1869, passed away mourned by all who knew him, a man of profound learning, a gracious personality, of deep religious devotion, and of warm-hearted affection for Rutgers and for all the students who came under his instruction. In 1904 Professor Jacob Cooper, who had come to the college in 1866

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and who in the almost forty years of his service had gained a unique place in the life of the college and of New Brunswick, passed away, a most devoted lover and servant of Rutgers to the last, the affectionate and grateful remembrance of whom abides sure in the hearts of all who were taught by him and who knew his unselfish friendship. The Reverend William I. Chamberlain, Ph.D., succeeded Dr. Cooper in the chair of philosophy and psychology, to serve, however, for only four years.

From the alumni body there was a loss by death which marked the Rutgers sharing in the brief but eventful Spanish-American War. John Blair Gibbs, M.D., class of 1878, physician of high standing in New York City, true to an ancestry of patriotic war service, at once offered himself for service in the navy. With the rank of assistant surgeon and with the force of the United States earliest on Cuban soil, at Guantanamo Bay, June 12, 1898, in the first engagement, he was killed. He was the first commissioned officer to lose his life in battle in the war. A memorial service was held at Trinity Church, New York, under the auspices of the University Club, the Rutgers Alumni, and other bodies with which he was connected. A new hospital at Lexington, Kentucky, was named in his honor by President McKinley.

An administrative advance of the time was the creating of the office of dean in 1901. The duties of the president, it had come to be realized, were enough in general oversight and in necessary detailed attention to academic and financial matters to make relief from specific attention to discipline proper and necessary. The self-government board was functioning well but that did not and could not relieve the executive from some quite immediate attention to matters of discipline which were under its consideration or which were

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beyond its scope. The trustees, therefore, appointed a dean to be the aid and representative of the president in these matters, to act for his relief and as well that of the trustees and faculty as far as possible. Professor Francis C. Van Dyck, of the department of physics, who had been in the faculty since 1866, was appointed to the office, his teaching duties to remain unchanged. Professor Van Dyck's long familiarity with the college life and customs, his high principles, his kindly disposition, his gift of common sense and of humor, made him very pleasantly apt to the new duties; and he was to serve as dean of the college until 1912.

Gifts to the college, especially advancing its property values and equipment, came during this period in an encouraging way. Outside the campus some things were done which were of some advantage. One such thing was the paving of College Avenue at the west end of the campus by the United States, in 1897, as a specimen of new paving method, a work exceedingly well done and a permanent improvement to the campus without expense to the trustees. Another such thing was the elevation of the tracks of the Pennsylvania Railroad southeast of the campus, a work initially under way in 1897 and completed in succeeding years, a betterment for the city and for the college, although much of the discomfort of the railroad's nearness to the college buildings still remained, of course. As years went on, however, the railroad superintendents continued always attentive and active to reduce any such discomfort as far as possible.

The Weston Room was proposed in 1899 and was dedicated on Charter Day, 1900, the gift of Mrs. Katharine Janeway Weston in memory of her son, Henry Janeway Weston, class of 1899, who died while in college. It was a room, at first in the Queen's Building and later in the Ralph

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Voorhees Library, prepared and richly furnished as a seminar room, with pictures and library especially related to French history and literature and most especially to study of Napoleon. It was a gift, the creating of the room with library, and the endowing of it, further provided for by Mrs. Weston's will, of nearly \$5,000. In Van Nest Hall, the literary societies having given up their halls, the old hall of the Philoclean Society was renovated and furnished as a Y.M.C.A. Room by gift of Mrs. Ann Van Nest Bussing. At about the same time the old hall of the Peithessophian Society was made a lecture room, first of the English department and later of the history department. In 1901 the Hulst Collection of Lepidoptera came fully into the possession of the college, a part having been given ten years before, the gift of the Reverend George Duryee Hulst, Ph.D., class of 1866, who had made entomology and the collection of insects his avocation in life while he carried on his constant church ministry. He had become a leading authority in the subject, and his collection was in its particular field the finest, most valuable, in existence. The gift of it to his Alma Mater was a most generous one and added incalculably to the college's scientific equipment. In 1903 after the death of Professor Chester, his collection of geological and mineral specimens was presented to the college by his son, Mr. Albert H. Chester, sometime member of the class of 1894. It was a collection of much value and, added to the Beck and Cook Collections, made the college's geological museum even more than before notable for scope, interest, and usefulness. In 1903 at Commencement the class of 1883, in twentieth anniversary reunion, presented the stone and iron gates at the main entrance of the campus, southeast corner, at a cost of \$1,500. A little later the class of 1882 presented similar

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gates at the southwest entrance of the campus at probably equal cost. These erections added much of dignity and attractiveness to the campus appearance.

The time was not, however, without its mishaps also to property. On a night in the winter of 1901-2 came the great ice storm, the falling of the rain and its freezing upon the trees to an extent not known before or since. The weight, as it increased, broke the branches, small and large. In the morning the campus was a scene of wreck and confusion. The damage was very great. The trees later received expert tree surgery and were given as good form and promise of health as possible. The fine old elms were virtually all saved and they have come on in beauty and strength through these after years; but they can never have quite the fine form and glory they had or would have had. The next year, April 23, 1903, came the fire in New Jersey Hall, the only serious fire ever occurring on the Queen's or Neilson Campus. It broke out just before noon and was not subdued until serious damage had been done to the building and to its contents. The most valuable collections in it were saved, however. The total loss was about \$20,000., virtually covered by insurance. In due time the building was fully restored.

Additions to endowment included, in 1901, a gift of \$5000. from Mrs. Garret A. Hobart, added to the gift of like amount made by Vice-President Hobart in his life time, and a gift of \$6000. from Mr. Robert F. Ballantine, the income to be used for the gymnasium which bears his name; and in the same year came word of bequest by Mr. John Arent Vander Poel, sometime member of the class of 1889, for fellowship or scholarship foundation in science, primarily in chemistry, a bequest which, later paid in, amounted to nearly \$25,000.



Francis C. Van Dyck



John C. Van Dyke



Louis Bevier



Alfred A. Titsworth

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The largest gift to the college at this time, however, the great advance of the time in property, was the library building. As the early period of President Scott's administration was marked by a major erection, the gymnasium, so the latter period of it was marked by a major erection, the library. Each had delayed through many years of pressing need and much expressed desire. The books of the college had greatly increased under the fostering care of the librarian, Mr. Upson. They were located in the room in the chapel building which had been planned for them when that building was erected. The space was now very inadequate; books were behind one another on the shelves; and they were on the floor. Their proper use was impeded, the service of the students could not be fully efficient. The need was brought to the attention of Mr. and Mrs. Ralph Voorhees of Clinton, New Jersey. Many students of their family connection had come to Rutgers through time past. They offered, in 1902, \$20,000. for the erection of the building desired. Plans were drawn by Mr. Henry Rutgers Marshall, proposing an excellent stone structure, in keeping with the Queen's Building. The cost would be, of course, much more than the amount at first thought of; and the gift was increased. The site chosen was on the land given by Mr. James Neilson when he provided a site for the gymnasium; it was between the gymnasium and Bleecker Place, opposite the old campus, north. On Charter Day, November 23, 1903, the Ralph Voorhees Library was dedicated. At the time about \$10,000. more than had been assured was needed to completely meet the cost; and Mr. and Mrs. Voorhees gave that, making their total gift about \$60,000. and erecting the library wholly at their own expense. Mr. Voorhees was present at the dedication exercises and spoke briefly; he was totally blind; and

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it was one of the impressive incidents of the annals of Rutgers, the donor of this building within its walls, speaking of the gift and of its great meaning, yet not seeing the room in which he stood, the noble structure he and Mrs. Voorhees had builded. Into the new building were brought 46,000 volumes; and a new era in the always more important library service of Rutgers was begun.

An academic matter of the time was of much immediate significance. In 1901 the trustees decided to offer a new degree, Bachelor of Letters, to establish a course of study leading to it, different from the old classical and scientific courses. It was midway between these and was called at first the Latin-Scientific course. The trend away from the study of Greek had been marked and progressive in all the American college world. In the Rutgers curriculum, however, if a student wished to omit Greek he was compelled to omit Latin also; he was compelled to omit not only the classical languages but as well any major emphasis on language and literature, on the humanities, and take up the scientific course with its emphasis not only on science but especially on applied science. The new course was intended to meet this situation. It offered opportunity of taking Latin without Greek, of putting emphasis on non-scientific subjects with only the one classical language, and thus of coming to a bachelor's degree equal in dignity to that in arts or that in science, but different from each of these. The response to the opportunity was not large, however, not at all what had been expected. The first granting of the degree was in 1905; only one man received it. Only one or two received it year by year afterwards until 1908 when eight received it. Later it gained large place, when it was made available to students who in-

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cluded neither Latin or Greek, but modern languages, in their course of study.

There were two matters of much importance at this time in state connection. One of these had to do with new instruction and research work; the other was the answer to the long pending scholarship question and the confirming of the scholarship act as the foundation of a permanent procedure.

An act was passed by the Legislature in 1902, creating a department of clay-working and ceramics as a part of the college for the benefit of agriculture and the mechanic arts and providing modest appropriation for its housing and equipment and for its annual maintenance. The richness of New Jersey's clay resources for manufacturing purposes and the growth of related industries and the need of research into the qualities of the native material, into processes of manufacture, and into utilities of product, led to the proposal and establishing of the work at the college. The field was wide and varied; there was the manufacture of brick, of tile, and of fine pottery. The wealth of the state, represented in the deposits, the industry, and the output, was so considerable, and the development was so plainly dependent upon increasing knowledge of the material and its treatment, that the state felt it appropriate to set up the scientific work at its own expense. It was natural that the work should be a part of the scientific program established on the land-grant foundation, its field of mechanic arts. It was necessary, in fact, because the work included, perhaps primarily, the training of men in the subject matter, the preparing of them to go out into the industry as research workers, as superintendents, as expert advisers; and this training could not properly be less than of college grade or without much of the usual study

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which every college man must have. There were only two or three such schools and research stations in the country at the time; they were all incorporate in college or university program. The committing of the work to the state college maintained by the trustees of Rutgers was especially significant as an advance in the state's educational enterprise through the college. The original act in 1864, designating the college as the college proposed by the act of Congress, was followed by no very significant legislation until the declaratory act of 1888 and the scholarship act of 1890 which made the first actual state appropriation for college work, though in the form of payment of tuition for scholars whom the state would regard as its own appointment and charge, a purchase of education for them. Now the idea of definite support of a department of instruction or research asserted itself. The state wanted certain work of the higher education done; it could do it wisely and rightly through the college to which it had committed the adequate foundation; and it would provide the money for the work it had especially in mind. After the long delay in any financial recognizing of this propriety and this opportunity, the clay-working and ceramics act was to have its early and, a little later, large succession in similar enactment. The new work was promptly under way. A small building owned by the college, adjacent to the Preparatory School buildings, was renovated and adjusted to the uses of the department, and equipment was installed. Cullen W. Parmelee, B.Sc., class of 1896, was appointed to take charge of the work. Under him it was organized and made active. Later he became professor of clay-working and ceramics and he continued at the head of the department until his acceptance of a call in 1917 to similar department at the University of Illinois.

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The other matter, the concluding of the state scholarship question, began in 1902. In that year a commission provided for by act of the Legislature was appointed by Governor Franklin Murphy, to make a full study of the matter, its substance, merits, legal bearings, and make report, advising what course the state and its officials should pursue. The commission was composed of two distinguished lawyers, Amzi Dodd, Esq., and Charles L. Corbin, Esq., and the New Jersey commissioner of education, Mr. Charles J. Baxter. Its report in 1903 was not in every point unanimous, Mr. Baxter dissenting in part from the conclusion of his colleagues. The majority judgment, that of Mr. Dodd and Mr. Corbin, was that the state should pay the accumulated account rendered to the state, and that the scholarship act should remain continuously in force. A bill was then introduced in the Legislature, providing for the payment of the amount due, \$131,610.; the bill was not sure of passing and of final approval; it became the subject of conference; finally it was passed and approved, but with the proposed amount reduced to \$80,000. More than this, however, the bill as finally passed made the actual payment of this amount conditional on an affirming by the courts of the validity of the act of 1890. The question, therefore, was left where it was in 1891, when the courts might just as well have been asked to pass upon it. Now there could be no further delay of such testing. A friendly suit was necessary. President Scott had been active in the whole situation, of course, and upon him still fell the burden of carrying through the necessary procedure. Richard V. Lindabury, Esq., was secured as counsel for the college, and he gave most generous as well as most able attention to the case, to all questions involved. The attorney general of New Jersey represented the state.

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The Supreme Court rendered its decision in 1904 in favor of the college, affirming the validity of the act of 1890. The case was appealed to the Court of Errors and Appeals and, in 1905, the decision of the Supreme Court was affirmed. This satisfied the requirement of the act of 1903, and its appropriation of \$80,000. to cover the accumulated tuition account was soon thereafter paid to the college. Since then the scholarship act has been operative without question or disfavor; the annual account for the listed students, at rate changed from time to time, has been promptly and fully paid each year.

A third incident in the state relation came near the close of Dr. Scott's administration. The Legislature, in 1905, provided for short courses in agriculture. The service of instruction in agriculture for the young men needing it did not seem to be offered generally enough by the four-year course leading to degree. Short courses were being established in most of the states. The department at Rutgers through the president and Professor Voorhees was disposed to increase its usefulness, and the people of the state urged the development. The act of the Legislature provided for a building and equipment and annual maintenance. Twelve-weeks courses, November to February, were arranged for students qualified to carry the offered intensive study and practice, whether school graduates or not. A valuable, growing, and widely useful service to education and to the state was thus added to the ordinary service of the undergraduate college.

The strain of the state scholarship situation and of the procedure for the composing of it had been very great. The general financial situation was always a burden and anxiety. Administrative work in general was by no means so congenial to Dr. Scott as teaching. In 1905 at Commencement, after

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nearly fifteen years in the president's office, he presented his resignation. The trustees did not at once accept it. They gave the president leave of absence for a year and appointed as acting president to serve during his absence the Reverend W. H. S. Demarest, D.D., who was secretary of the board and whose home was near the campus. As the year advanced, and after further conference with Dr. Scott, the trustees accepted his resignation as president. They continued him in his faculty position as professor of history and political science, he gladly remaining in the work which was so congenial and in which he was to be so useful for sixteen years more.

In numbers the college had a little more than held its own. In 1891-2 the registry was 222 and the entrance class was 74; in 1905-6 the registry was 243 and the entrance class was 84.

THE
JOHN GREER
LIBRARY



William H. S. Demarest

CHAPTER XV

THE TIME OF PRESIDENT DEMAREST

THE acting president of the year 1905-6, Dr. William H. S. Demarest, was chosen by the trustees to the office of president when his year of temporary service was well advanced. He was inaugurated on Commencement Day, June 20, 1906. The Honorable Edward C. Stokes, governor of New Jersey and ex-officio president of the Board of Trustees, presided, made an address, and delivered the keys of the college to the newly inducted president. Addresses were also made by Professor Van Dyck for the faculty, ex-Governor Foster M. Voorhees for the alumni, Mr. Raymond B. Johnson for the students, and Dean Andrew F. West of Princeton for other institutions; and an inaugural address was made by the president. The largest body of alumni ever up to that time gathered was in New Brunswick. The spirit of the college displayed itself in most impressive way and great zeal for support and advancement was assured.

The new president was the first graduate of the college to be chosen to preside over it. Prepared for college at the Grammar School, he was graduated from Rutgers in 1883; after graduation he taught for three years at the school; and in 1888 he was graduated from the New Brunswick Theological Seminary. He was pastor of the Reformed Church at Walden, New York, from 1888 to 1897, and of the Reformed Church at Catskill, New York, from 1897 to 1901; and he had been for five years, 1901 to 1906, professor of church history in the theological seminary. He was the son of Dr. David D. Demarest, graduate and trustee, whose three other

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sons also were graduates. The new president had Rutgers tradition on his mother's side also, his grandfather, the Honorable James Schureman Nevius, having been a trustee from 1825 to 1858 and secretary of the board from 1825 to 1830, his great-grandfather, the Reverend Henry Polhemus, having been a trustee from 1800 to 1816, and his great-great-grandfather, John Schureman, having been a trustee from 1782 to 1795. Rutgers conferred upon him, in addition to A.B. and A.M., the degree of D.D.; he received this degree also from New York University; and the degree of LL.D. from Columbia University, Union University, and the University of Pittsburgh.

The policy of the college from the beginning of the administration, as in all the years that followed, could not be other than one of strong and constant emphasis on the Rutgers and Queen's tradition, on the historic foundation, on the generations of life trained in the old halls, on the inherited high ideals of culture and service. It was also necessary that the policy be one of immediate and vigorous and broad advancement. The demand of the day, the modern fields of service in which higher institutions had new responsibility, the forward movement general among American colleges and universities, and the very evident opportunity of Rutgers united to compel an active forwardness on the part of trustees and faculty. In any understanding of the duty and responsibility thus resting upon the college it was plain that the relation with the state must be clearly recognized. More than forty years before, in the time of President Campbell, staunch champion of the ancient foundation, the college had accepted from the state and nation a stewardship of special education in which it must be faithful and to which, if faithful, it must give encouragement and development as circum-

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stance might make possible. This, however, must not be in any degree alien to the primary and persistent emphasis on the college's old foundation, its cultural life, and the responsibility of all who by inherited or personal connection ought to regard the college as their own and play their individual parts in its maintenance and advancement. On the contrary, any possible strengthening of the college by larger state enterprise would be encouragement and new incentive to friends and old church families and graduates to give their loyal support the more happily because of the greater institution, greater in service and in offered assets. The sense of personal responsibility on their part must be preserved and deepened, their support be continually and largely called for.

A foremost procedure in advancing the institution and in appealing to all varied sources of support was a plain and widespread announcing through all natural avenues of the work which was being done, and of the opportunity for larger values and larger service which simply waited upon command of larger resources. Throughout New Jersey, and New York and beyond, therefore, especially among the school people and among the people of the Reformed Church who had always been so large a factor in its life, and very urgently among the alumni, the college declared the education it was actually giving and the larger education it wished to give.

Within a few years a change was made in the formal agreement in effect between the Board of Trustees and the General Synod of the Reformed Church in America. The provision that a certain number of the trustees be members of the church, agreed upon in 1864 and modified in 1891, had been repeatedly under discussion. Careful study of the

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question was now made and the conclusion was reached that the best action would be an entire cancelling of this requirement, not at all to discourage the election of members of the particular church so closely related, but to establish the freedom of choice, the absence of all limitation, which was given by the original charter and known in the practice of the college for nearly one hundred years from its founding. In 1909, therefore, the trustees proposed to the synod the full annulling of this item in the 1864 agreement, the synod at its session in June very cordially acquiesced, and the original status of the college in this respect was restored.

Many changes in the board marked the early time of the new administration. Judge Jonathan Dixon died in 1906; Judge Henry W. Bookstaver and Mr. Samuel Sloan, in 1907; Dr. Joachim Elmendorf, in 1908; and in 1909, Dr. John B. Drury, and, at the age of eighty-four, Henry L. Janeway, the devoted and untiring chairman of the property committee who had so ardently made his Alma Mater a chief interest of his life. Into the board during the same time came a loyal group of men, many of whom, Mr. Philip M. Brett, Mr. Charles L. Edgar, Mr. William E. Florance, Dr. William I. Chamberlain, Dr. Henry E. Cobb, Mr. Leonor F. Loree, and Mr. D. D. Sutphen, graduates, were to continue for years and until now in this official service. There was change also in the office of treasurer; Mr. Frederick Frelinghuysen, who had served with such loyalty and unselfishness since 1889, with Mr. John E. Elmendorf as assistant, had retired in 1905, and Mr. Irving S. Upson, retaining also his office of registrar, had succeeded him. The new president, retiring from the office of secretary of the board, was succeeded as secretary by Dr. J. Preston Searle. Mr. George A.

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Osborn, acting librarian from 1905, became fully librarian in 1907, succeeding Mr. Upson.

Changes in the faculty at the same time were considerable, the demand of a growing work adding itself to the usual occasions for change. Three or four were of special significance as related to policy of department advance. In 1907 Ralph G. Wright, Ph.D., became professor of chemistry, and the department of chemistry was at the threshold of large development and special strength. In 1908 Robert C. H. Heck M.E., became professor of mechanical engineering; this department had its origin at the time. In 1911 Dr. Edward B. Voorhees, professor of agriculture and director of the experiment stations, died, after more than twenty years of able and effectual service; Jacob G. Lipman, Ph.D., who had been added to the faculty in 1906, succeeded him, and the notable advancement of the department of agriculture was continued; the appointment in 1911-12 of Maurice A. Blake, B. S., Harry R. Lewis, B. Sc., and Thomas J. Headlee, Ph.D., professors, was important early item in this advance. Other new appointments were Walter T. Marvin Ph.D., in 1909, professor of philosophy and psychology, to succeed Dr. Chamberlain; Charles H. Whitman, Ph.D., English, in 1906, who was to succeed Professor Mulford as head of the department in 1911; George H. Payson, D.D., professor of ethics and the English Bible, succeeding Professor Charles E. Hart, emeritus, in 1907, and remaining until 1917; Edmond W. Billetdoux, A.M., Romance languages, in 1907, who was later to become professor of Spanish; Frank R. Pratt, M.Sc., class of 1907, physics, in 1907, who was later to become professor; John H. Logan, A.M., professor of history, in 1910, to succeed Professor Stevenson. Some added emphasis was given the work in pedagogy, or

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education, by the appointment of Myron T. Scudder, A.M., class of 1882, as professor of education, in 1908, when he became head-master of the Preparatory School, a position which he was to hold for four years. At the same time, Dr. Eliot R. Payson, retiring from the school, came fully into the college service, to teach German as well as the history of education.

The college, advancing to meet demands of the time by organizing mechanical engineering and by new initiative in chemistry, agriculture, and education, established a new grouping of studies to meet a very large and very natural desire of students and candidates for entrance. This was the general science course. Up to this time there had been, in addition to the arts course and the letters course, only science courses of a technical sort. It was natural that there should be many to desire a course leading to the Bachelor of Science degree which should be not technical, not specialized into one line of applied science. The new course, leading to the science degree but offering a broad program of pure and applied science with ample element of language and literature and history, found large place at once and was availed of thereafter by a good number of students in each class. It substantially increased the number of students pursuing general studies in contrast with the technical, the group of arts, letters, and general science men gradually coming to almost equal in number the technical men. Another action, greatly encouraging so-called cultural study and in particular the classical element, was the offer of beginning Greek in the college curriculum to students who had not had it in secondary school. The language was fast losing its place in all colleges and universities, even in colleges still commonly spoken of as classical. It had lost place, too, in secondary schools,

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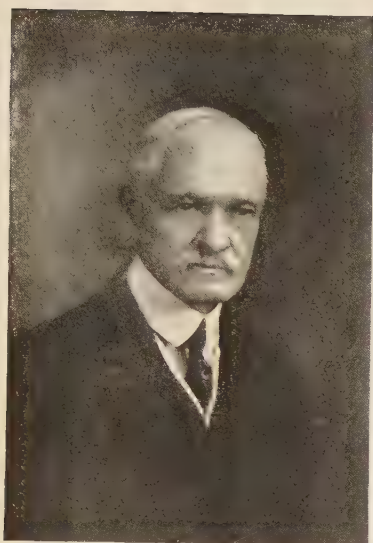
especially the public high schools; students entered college without having had chance to prepare for usual college Greek. The situation was occasion of much and well-founded regret. The offer of beginning Greek in college met the situation; it proved in gratifying degree a welcome thing. Students in good number availed themselves of the offered study, a substantial group in every class, and thus Greek became well sustained in the curriculum of Rutgers. It was also arranged that Latin and Greek be offered in the scientific school, the state college, so that students entering on state scholarships might have the privilege of all the courses which the college as a whole offered; it seemed unfortunate that such students should be limited in their choice of college course and of degree to which they might attain.

The entire curriculum of the college was carefully studied by a revision committee of the faculty in 1906-7 and new adjustment made in keeping with educational tendencies and to promote educational efficiency. The requirements for entrance to the science courses, which had unhappily been so much lower than those for the arts and letters courses, were already in process of change. They had been slightly raised in 1905-6. The newly organized general course was soon made equal in its entrance requirements to those of the arts and letters courses. The technical science entrance was soon raised again; and yet another increase was appointed for date a little later, in order that quickly an equality of all courses at high standard might be established. At this time graduate study received more attention and more formal arrangement, and the beginnings were seen of the substantial group of graduate students which was soon to be at the college. A proposal early made was that of a summer school; it was to come to large fulfillment a few years later;

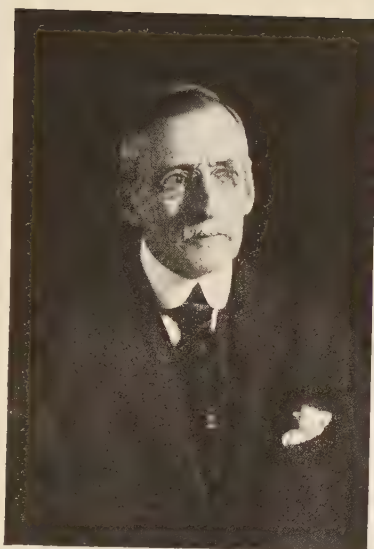
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it seemed a natural and even necessary outcome of the college's policy of broad and enlarging usefulness; but the way to its establishing was not at once clear.

The property advancement during this period was substantial and important. At the inauguration time Mr. James Neilson, who had continued to own most of the land in the block north of the campus and who had given part of it as site for New Jersey Hall, the gymnasium, and the library, gave most of what he still owned in the block, frontage on George Street and Seminary Place and on both sides of and including Bleecker Place. It was a generous gift, essential to the college welfare, providing space for new buildings that must soon go up. The college at once began definite and persistent effort to secure as its own by purchase plots of ground in the block which had been sold in earlier time and houses which had been erected on them. The large house on Seminary Place erected by Professor T. Sandford Doolittle was bought and with ample renovation within and without made the President's House. A little later the house formerly occupied by Professor William R. Duryee, at the southwest corner, and a little later still the seminary professor's house, at the northeast corner, were bought. A small brick building near New Jersey Hall was acquired and remodeled and equipped as an excellent Entomology Building. On the old Queen's Campus the house of the presidents prior to Dr. Scott was withdrawn from its varied and indefinite use and made an Alumni and Faculty Club; it became at once a center for the alumni in the city and from outside the city; it provided a home for professors between hours, a place for committees and conferences; it created new opportunity for social life in the faculty circle. The fine arts department, removed from the building, found larger space and better ac-



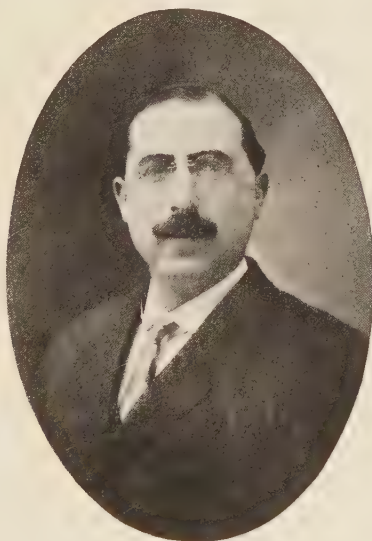
Eliot R. Payson



William H. Kirk



Walter T. Marvin



Jacob G. Lipman

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commodation in the library room of the chapel from which the library had been removed a little before. The basement of Geological Hall, in early days the armory, was renovated and transformed into class rooms and small laboratories. The museum and the library received more equipment, and the Queen's Building was improved. The Neilson Campus was in the making, becoming more complete in its area, being graded and improved, lawns being established and tennis courts laid out. Around each campus the paving of streets and laying of sidewalks improved the whole college property.

The two chief items of progress in property, however, were the Engineering Building and the Chemistry Building. The engineering departments had been for long time without adequate space; their work was scattered in different buildings; the demand was increasing and the departments could not grow as they should. In the absence of any donor upon whom to wholly depend, a building was nevertheless determined upon, encouraged by the consent of Mr. Andrew Carnegie to give \$25,000. toward its cost. Plans were drawn by associated architects, Mr. Douwe D. Williamson and Messrs. Hill and Stout; Mr. Williamson was a graduate, class of 1870 and Mr. Frederick P. Hill was a graduate, class of 1883. First definitely proposed in 1906-7 and begun in the next year, it was ready for occupation in the spring of 1909, its erection celebrating the exact centennial of the Queen's Building. The location chosen was at the center of the Neilson Campus, east of Bleecker Place. The excellent architecture of the building, its large floor space, and its fireproof construction suggest far greater expense than was actually involved. Most careful study and supervision of every detail resulted in a notably fine building of good size

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and adapted to enlargement when addition might be necessary and possible. The cost was \$75,000; and this was fully met at once by adding to the gift of Mr. Carnegie \$50,000. from the \$80,000. which, at the end of Dr. Scott's time, had been received from the state in payment of the accumulated account for scholarships. The \$30,000. remainder of the state payment was in large part needed to repay income money of special funds which the college had borrowed for general maintenance during the years of waiting for the payment due.

The Chemistry Building followed at once. The department was without at all adequate quarters and it was of constantly growing importance. The subject had been taught at first, of course, in the Queen's Building; then it had place in Van Nest Hall when that was built; thence it was removed to Geological Hall when that was built; since New Jersey Hall was built it had been there. Each time it was pressed by other departments; now it was crowded to great disadvantage. It must have a building of its own. No funds for the building expense were in sight, but it was decided to proceed. Competitive plans were invited and Mr. Henry Jane-way Hardenbergh, architect of the Kirkpatrick Chapel, was adviser in choosing the one most desirable. The plan of Messrs. Franklin and Ayres was chosen; Mr. Louis D. Ayres was a graduate, class of 1896. The location chosen was just north of the Engineering Building. The building was ready for use in the spring of 1911. It was not large but it included, beside classrooms and laboratories, an assembly hall, seating two hundred students; and its architecture was so singularly satisfactory that it was widely considered as, among the several college buildings, second in appearance only to old Queen's. Its cost, scarcely suggesting the size and

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excellence of the building, was \$60,000.; this entire amount was borrowed; and the loan remained a charge on the college for many years, most abundantly justified, however, not only by the greater efficiency of the work but as well by the larger attendance of students in the college and in the department, and by the thus increased income for the college support.

Furnishing and equipment for both the Engineering Building and the Chemistry Building, and for the Entomology Building as well, were provided by the state; the appropriations for the three buildings were \$20,000., \$25,000. and \$5,000., respectively.

The College Farm also had its immediate advance. Three small properties at its entrance were bought, clearing the entrance and the frontage on Nichol Avenue. Dr. John C. Smock, class of 1862, gave at a cost of more than \$4,000., thirty-seven acres of land, adding this area to the farm with view to the study and encouragement of forestry. The Short Course Building, substantial and very serviceable, was erected at cost of not more than \$20,000.

At the same time the acquiring of the double block of land on upper College Avenue, formerly used as the college ball-ground was begun. The purchase of it was first proposed with the Preparatory School in mind; removal of school residence from Hamilton Street seemed imperative; and this vacant land seemed at the time an admirable site. Mr. James B. Ford and Mr. J. Howard Ford and the heirs of Mr. Christopher Meyer, who jointly owned half the block, united in giving it to the college. Mr. James B. Ford gave the money for the purchase of the other half of the block, almost all, owned by the estate of Mr. David Bishop, and Mr. J. Howard Ford bought and gave a remaining small part that was otherwise owned. The finish of the transaction delayed for

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several years but finally the college was in full possession. With the passing of time, however, the wisdom of using this particular site for the school had come to be doubted; and the need of ground, additional to Neilson Field, for college sports had become very evident. The return of the land to its original use as a ballground was the natural outcome; the donors gave consent; and the new College Field was created.

Some, not very large, addition to the college's permanent endowment marked the time. A modest effort to secure subscriptions in this behalf at the start of the administration resulted in the addition of about \$50,000. to the invested funds. A little later several generous bequests matured: a bequest of Mr. Benjamin Stephens, class of 1844, \$8,000., the income to be used for purchase of books for the library, his own very valuable library, about 1800 volumes, being also bequeathed to the college; a bequest of the Honorable Henry W. Bookstaver, class of 1859, trustee, \$17,500., a bequest of Mr. V. M. W. Suydam of New Brunswick, \$15,000., a bequest of Miss Susan Y. Lansing of Albany, \$20,000., all added to general endowment. The bequest of Mr. John Arent Vanderpoel, class of 1889, for fellowship or scholarships in science, \$25,000., was also paid in. The annual income of the college for maintenance was substantially increased in three ways other than income from new endowment. Increase in the number of students meant increased receipts on the tuition and fees account. The tuition charge was increased, 1908-9; it had been only \$75; and the increase now was modest; the charge became \$100. Also, a fund of annual contribution was established, an administration fund with standard gifts of \$100.; thirty-five or forty contributors of such amount were enlisted; and the annual

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total, perhaps \$4,000., available for any expenditure, was a great help in each year's maintenance.

The resources of the college annually at command were, moreover, enlarged by the advancing support given by the state and by the federal government to the education with which they were especially concerned and which had been committed to the college's care. The state was showing itself ready to recognize more clearly its responsibility and its opportunity. The land-grant acceptance in 1864 had known no after financial enactment until the scholarship act of 1890; after that came the clay-working and ceramics act in 1902; then had come, in 1905, the short courses in agriculture act; in these two latter instances the state specifically created departments of work and provided money for their necessary buildings and annual maintenance. Now there was participation in the advancement of departments already existing in the field with which the state was especially concerned but to which it had before given no support. This appeared in the appropriations for the furnishing and equipment of the three new scientific buildings, and for the physics department as well. Also, the scholarships now had a sure standing; the bill for tuition was always promptly paid; the total amount each year was a substantial item of new income. In 1905 the Legislature made the amount to be paid for each scholarship \$120., but placed a limit of \$15,000. on the scholarships annual payment; in 1911 it not only removed this limit but also increased the payment for each scholarship to \$160., and made appropriation of \$25,000. on this account. Federal action also during this period was financially important. The second Morrill act, 1890, following the first, 1862, had provided for scientific instruction in each state

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college an amount which, annually increased for five years, had become an annual \$25,000. Now, in 1907, Congress passed the Nelson amendment which provided additional amount, to increase in the same way until it should be an added annual \$25,000. The agricultural experiment station also was given larger support. The Hatch act, 1887, had provided for agricultural research in each state college an amount which, annually increased for five years, had become an annual \$15,000. In 1906 Congress passed the Adams act which provided additional amount to become in the same way an added annual \$15,000.

There were some incidents of interest if not of first importance. The centennial of the erection of the Queen's Building was celebrated with notable exercises at Commencement, 1909. A general catalogue of officers, faculty, alumni, and students was issued in 1909, compiled by the Reverend Dr. John H. Raven, class of 1891, the first since that of 1885, and much more complete than any which had preceded it. In 1909, inspired by the Reverend Dr. William E. Griffis, class of 1869, the alumni and students and friends of Rutgers presented a tablet to the University of Utrecht, reciting the debt of the college to the fatherland and especially to the university which trained John H. Livingston and through him gave its motto, *Sol Justitiae Nos Illustra*, that Queen's and Rutgers might have it also, *Sol Justitiae et Occidentem Illustra*. The alumni were organized in new centers. To the general association and the club of New York, were added clubs in New Brunswick, Newark, Philadelphia, and Boston.

The student activities of the period were not without their special emphasis and strength. Athletics, as always, commanded major interest. Debating was at its best. Rutgers



Engineering Building



Chemistry Building

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had known intercollegiate debating as far back as 1889, a contest then with New York University, or even 1887 when one of the literary societies debated with a literary society of that university. During the years that followed it had its varying activity and success. During this period early in the new century the record of the Rutgers undergraduates was remarkable, their representatives in contest with various other colleges or universities having almost unbroken success. The Philoclean Society, which had been inactive since 1896, was revived in 1908-9, starting a new era of its life now uninterrupted for fifteen years. The excellent scholarship and personnel of the college were finely evidenced in Oxford Rhodes Scholarship appointments beginning at this time, 1908, with the appointment of Francis M. Potter, class of 1909, as the representative from New Jersey. He was to be followed within a very few years by three others, S. Arthur Devan, Valentine B. Havens, and Roy M. D. Richardson, a notable list of Rutgers men all of them making records of much distinction at Oxford. The Y.M.C.A. of the undergraduates, in 1909-10 for the first, had its paid secretary, a part time secretary beginning the more ambitious work of the association which before many years was to command a full time executive.

The attendance of students increased moderately but constantly from the beginning of the period. The dormitory, Winants Hall, only one-half of which had been occupied, was fully used for the first in 1908-9, continuing in full use constantly thereafter. The registry of undergraduates in 1906-7 was 235; in 1911-12 it was 382; the entrance class in 1906 was 75; in 1911 it was 144.

The second period of this administration, 1912-18, like each other period, was marked by many changes. The death

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of Professor Voorhees in 1911 had been followed by that of Professor Smith in 1912; that of Professor Prentiss in 1913 and that of Professor Nelson in 1914 now followed; the college thus losing in swift succession four men of long and valuable service. The filling of vacant places in the faculty and additional appointments made measured up to the standard the college had maintained and to the increased work into which it was entering. For the first time, full-time appointment was made in the department of education. Courses in the subject had been given. Now, 1912, Alexander Inglis, Ph.D., was appointed professor of education. He remained only three years. He was coming to be regarded as a leading authority in secondary education and he accepted a call to Harvard, to carry on his more specific work there. He was succeeded in 1915 by Charles H. Elliott, Ph.D., under whom the department was to have constant advancement and constantly broadened activities.

The first session of the summer school was held in 1913. This educational service had been talked of for some years and it started with good attendance and good promise under Kary C. Davis, Ph.D., director of the short courses in agriculture. When Professor Davis retired, the summer session came directly under the college's department of education, growing each year under the successive directors of it, Professor Inglis and Professor Elliott. It offered college courses in almost all departments and many courses especially desired by teachers, or those preparing to be teachers, in the public and high school system of New Jersey. Opportunity was thus offered for such students to secure credits qualifying for teacher's certificate. The attendance from the beginning was largely from those in this profession or preparing for it, and women were in the majority. They had been ad-

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mitted to the short courses in agriculture, and the summer session was likewise open to them on the same terms as to the men.

It was just at this time also that a college for women was definitely proposed and advocated, especially by the women belonging to the women's clubs of the state. There was little if any favor toward a coeducational undergraduate work. The movement was, quite without reserve, for a separate college. It was urged, however, that it be established by the trustees of Rutgers and maintained by them as an affiliated college. Suggested in this form, it commanded much sympathy among the trustees and faculty and alumni of the college. It was especially urged upon the trustees of Rutgers because they were already carrying on men's higher education for the state and the state seemed to be not fulfilling its duty in this respect toward the young women within its bounds. Most especially the teaching profession was in need of the higher institution, it being required that high school teachers be college graduates and such women teachers coming almost without exception, therefore, from institutions outside the state. A committee of the federation of women's clubs carried on an active work, rousing sentiment throughout the state and carrying on conferences with the authorities of the college. No buildings, however, were available and no annual support was assured. Money was not forthcoming, and the founding of a college for women, in this form now first proposed, was to delay for five years.

The growth of Rutgers and the extending of its work led to some new administrative arrangements. The large enterprise and varied lines of work maintained under the title, agriculture, much extended by the Smith-Lever agricultural extension act of 1914, and the distinctiveness of this field in

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the land-grant act made it now advisable that a dean of this department be appointed. Like development and variedness of work in mechanic arts and like distinctiveness of this field in the land-grant act advised appointment of a dean in this connection also. In 1914 Professor Jacob G. Lipman became dean of agriculture, and Professor Alfred A. Titsworth, dean of engineering. A little earlier, 1912, Professor Louis Bevier had succeeded Professor Francis C. Van Dyck as dean of the college. As time went on, with increasing administrative necessities and increasing problems of student life, the office of dean of the college became more broad and varied in its field. Originally it had been quite exclusively related to discipline, to student law and order. Dr. Bevier had for years given much time and incalculable assistance to the student athletics, aiding in the management of affairs, serving as treasurer, and raising funds by methods personally planned and carried out. Gradually now, as dean, he took up the study of problems of college scholarship and college life, studying the records and the influences bearing upon them, and issuing from time to time articles and reports of great value in this field. Much light was thrown from year to year on the relations of fraternities and of athletics to scholarship, on the comparison of records of men in different courses, on the causes of loss of students during the course of study, and like matters of important interest.

The constant attention given by the faculty to matters of academic concern brought forth certain readjustments. The requirements for entrance to the science course, which had been somewhat raised, came in 1912 to fourteen points and in 1914 to fifteen points, an entire equality with the arts and letters entrance. New program of study for the master's degree was established, and new encouragement given study

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for the doctor's degree. Research fellowships began to be established, donated by industries or by individuals and held by graduates of widespread colleges and universities, who gave themselves to the study of special scientific problems and pursued allied studies leading them to degree. Some undergraduate requirements were slightly, but with much importance, modified. Transfers from one course to another, which had been quite unknown, were now allowed in justifying circumstances. The rule that a student could not go on with his class in any studies unless he was without any deficiency whatever was relaxed; he was henceforth allowed to remain in his class with a certain amount of deficiency; on the individual merits of the case and in good reason this change seemed necessary; but it meant much greater burden to the college in its academic arrangements, much embarrassment to both college and students not known before, and possibly in the sum total of the student experience wrought as much harm as good.

The most important academic proceeding was the revision of curriculum in 1915-16. The last at all comprehensive revision had been just ten years before. Careful and prolonged study was now again given the matter. The revision adopted largely concerned itself with the body of electives. A group system was created with its majors and minors; greater range of electives was given, but at the same time more definite and complete concentration on a chosen field of study was required. In the technical courses of scientific study a slightly greater allotment of hours in the four years time was given to the technical studies, slightly less to the humanities. The military training, which had been, under the land-grant law, required of only scientific students and which had run through the four years of their course, was now required of

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all students in whatever course, but for the first two years only; in junior and senior years it now became elective. This change in the department of military science was quite coincident with the accepting by Rutgers of the new organization set up by the United States in the colleges and universities which would receive it, the Reserve Officers Training Corps.

The World War had broken out. The United States was not yet in it but the possibility of entering it was not at all remote. The need of preparedness and the demand for it pressed upon the government and the American people. The Plattsburg Camp was organized for the training of civilians for military service. The young men in colleges and universities were looked to as especially available and desirable material. The War Department, therefore, devised and Congress established the R. O. T. C. as an emphasized and enlarged military training for undergraduates for whom the land-grant military order had been established and for other students and other institutions, in order that throughout the land there might be a multitude of picked young men taught in the things of military service and qualified to be officers in the army. At Rutgers a larger staff of instructing officers was provided by the War Department; the program for freshmen and sophomores was made more inclusive, more rigid, and more practical; and the juniors and seniors were offered a generous elective course in the advanced matters of military science and practice, in order that they might be fit to serve as officers at once in any emergency. The required enlistment in the work of all freshmen and sophomores was at once a substantial asset in the movement; it meant new military resources for the nation; and at the same time it was good physical and moral training for the individual student.

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The number taking the advanced elective course at the moment was not large, however, even though the R. O. T. C. plan provided some financial support for those thus continuing their military study. They became the officers of the undergraduate battalion.

The property development of the period was substantial. A most important erection was the John Howard Ford Dormitory. Mr. Ford's early life had been spent in New Brunswick and he had now become interested in the old college of his native place. He had become a trustee of Rutgers in 1912; and in 1913 he proposed the gift of a dormitory. The number of students had grown; Winants Hall was the only dormitory the college had; something additional and something more modern was needed. The plans of the building were drawn by Mr. Bertram G. Goodhue of New York, and the work was begun early in 1914. Mr. Ford had been in constant conference as to the plans; but he did not live to see the work completed or even advanced. He died on the second of March. The corner-stone of the building was laid on the seventeenth of April. It seemed a pity that he should not see at all the building to which he had given so much thought. In his death Rutgers College lost a warm friend, one who had become especially enlisted in its support along all lines of its financial welfare.

The building enterprise was carried forward without delay by the interest and activity of Mr. Ford's brother, Mr. James B. Ford. It was completed and furnished and turned over to the college May 14, 1915. It is of colonial or Georgian architecture, a fine, fire-proof structure, composed of five houses with their separate entrances, offering varied arrangement of rooms and suites, and accommodating eighty students, sixteen in each house. The erection was a great

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improving of the campus appearance, a very agreeable housing of a large section of the college body, a source of annual income to the treasury, and an asset encouraging the college growth on good lines. Its cost was not stated to the college.

The site chosen for the John Howard Ford Dormitory was on the Neilson Campus, the corner of College Avenue and Seminary Place. Three small houses, properties separately owned, had stood there; and they had just been bought, the site had just become available, a choice location for the new building. The purchase of these three properties was accomplished by generous gift for the purpose from Mr. James B. Ford. A little later he purchased for the college three houses and the land on College Avenue nearer Hamilton Street, completing the college's ownership of all houses in that College Avenue block. A little later he secured for the college the strip of land along the Raritan River, across the street from the seminary and the athletic field, from just above Seminary Place nearly to the end of College Avenue.

At the same time other purchase was accomplished, a further advance in the completing of the Neilson Campus. The house, with its lot, occupied by the family of the late Mr. Theodore G. Neilson, next to the gymnasium, was secured; and it became a student club residence. The Queen's Campus had its improvement through the erection of the stone wall along Hamilton Street, a gift of Mrs. Russell W. Moore in memory of her grandfather, Mr. George Buckingham, class of 1832. A new site was secured for the Preparatory School residences, land beyond the athletic field, on the bluff overlooking the river, an admirable location. There, 1913-14, three excellent houses were erected as dormitories for the school's boarding students, and a fourth followed in



John Howard Ford Dormitory



Ceramics Building

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due time, all of them the gift of Mr. James B. Ford. Land just beyond, making larger the chosen site, was just afterward given to the college by the owner, Mrs. Voorhees, widow of the Honorable Willard P. Voorhees, class of 1871, trustee from 1909 to 1914.

Beside the new dormitory there was another major erection on the college campus, one most welcome to the department of physical training and to the students. This was a swimming pool. Twenty years or more before, the Robert F. Ballantine Gymnasium had been given to the college. The pool in this building, after the manner of the time, was not large or of best arrangement. With the increase in the number of students and the growth of swimming as a part of college training and recreation and the rise of modern planning for it, a new pool came to be a pressing necessity. Mrs. Robert F. Ballantine very graciously recognized and answered the need. The cost would be, it was estimated, \$20,000., and Mrs. Ballantine offered this amount; she later increased her gift; and the total cost was about \$30,000. The Ballantine Swimming Pool was made a part of the gymnasium building. It is full size, fully lined and surrounded with artistic tile, well served by showers, well lighted, with space afforded for spectators at swimming contests. It ranks with the best pools in the country and, with full-time swimming instructor added to the physical training staff, it became at once a great asset to the college, to the student welfare. It was so built, also, that, above, it almost doubled the floor space of the gymnasium for its program of training and sports, thus meeting the new larger demand of the department in that respect also.

At the College Farm a fire in small buildings, July 11, 1911, had caused a loss of about \$24,000., quite fully

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covered by insurance; and five years later there was another fire, less serious. On the other hand, the property there received large and valuable additions. Early in the period the farm which had been acquired by the late Professor George H. Cook, adjoining the College Farm, was purchased, and another small farm also adjacent, 132 acres being thus added. A little later, Mr. James Neilson gave land also adjoining and the farm came to include 340 acres. A large academic building was the greatest increment to the working resources there. In 1912 the state made appropriation of \$100,000. for an agricultural building; in about two years time it was completed. For its equipment \$20,000. was then also provided. This erection started the group of instruction and research buildings which the state within a few years was to create at the farm. It was the beginning of a definite series of substantial appropriations for buildings needed by the several departments of agricultural teaching and experiment, and marked new era, in a material way, in the college work in agriculture.

The library grew constantly during the period, receiving from time to time, in addition to usual purchases and usual gifts, several quite large private libraries. The scientific library of the late Professor John B. Smith was purchased. The law library and books in general literature of the late Mansfield L. Hillhouse, Esq., the law library of the late Anthony Dey, Esq., class of 1850, and the law library of the late Willard P. Voorhees, Esq., class of 1871, were all given. In 1916 there were 85,000 volumes in the library, nearly twice as many as had been brought into the new building in 1904. Professor Smith's private collection of specimens in entomology, generously given by Mrs. Smith, came to the college at the same time as his library, notably supple-

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menting the Hulst Collection already in the college's possession.

While material growth in many ways was thus pronounced, there was yet, during this period, only very modest addition to endowment, to income-bearing resources. Some bequests and gifts of good amount were received. The largest item promising future benefit was proposed in the will of Mrs. Mary B. Pell of New York City, who died in 1913; it contained very generous bequests for Rutgers College, and as well for the New Brunswick Theological Seminary and for Columbia University. Mrs. Pell was of the Wessels family that had been interested in the creating of the seminary campus, that had always been devoted to the Dutch Reformed Church and its interests, especially connected with the church at Paramus, New Jersey. It was her wish that a building be provided for the college, and one for the seminary, and that each institution should receive in addition a very substantial endowment. The provision was, however, in property of a fixed-time investment and subject as well to annuities. Ten years have passed and the college has received some income from the bequest; it is, apparently, only matter of time before Mrs. Pell's generous purpose will come to its fulfilling in a noble erection on the Rutgers campus and in substantial endowment for the college maintenance.

The alumni entered into new activity at two important points. The Alumni Quarterly was established, 1913-14, edited by Mr. Earl Reed Silvers, class of 1913, who had been undergraduate editor of the Targum, who had been engaged in other literary work also, and who was singularly devoted to all college interests; he became at the same time assistant to the president. The Quarterly was a success at

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once, commanding widespread graduate interest, distributing college news, discussing college problems, and promoting class spirit and contacts. It was later to become the Alumni Monthly and as such, still under Mr. Silvers, to be one of the best alumni periodicals issued among the American colleges and universities. Another special activity among the graduates was the forming of a syndicate for the more adequate sustaining of undergraduate athletics. The group was formed under the leadership of Mr. Leonor F. Loree, class of 1877, trustee, and by its interest greatly contributed to the enthusiastic maintaining of intercollegiate sports, especially football. Financial support by the syndicate was given annually to the development of the athletic field, the grading of it, the improving of its surface, the erection of stands, and especially the erection of a much-needed field house. Within the ten years of its activity the improvements at the field have represented nearly fifty thousand dollars.

Undergraduate affairs in general received a new adjustment through the organizing of the senior council, 1913-14. In establishing this body Rutgers was following the precedent of many other colleges. It was the composing of a council of seven from the leading members of the senior class which should advise and guide and legislate in the field of student custom and conduct. It was assumed to be well aware of college tradition and procedure, to sustain what was good in it all, to do away if possible with what was not desirable, to be a student management, working on a high plane of principle and college spirit. At once it proved itself of good strength and good service; and through the years since it has maintained its primacy in the student body. In some measure, perhaps, it was its birth and functioning that lessened the importance and the activity of the self-govern-

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ment board. This board found the occasion for its service so reduced by the general authority in the student body of the senior council, and by the fact that individual students under arraignment for any offence so generally preferred to have penalty imposed by dean and faculty without appeal to the board, that it came to be rarely called in session, rarely compelled to exercise its judicial functions.

The number of fraternities or clubs had been increasing. The desire to belong to a fraternity, to enjoy the privilege of a fraternity house, and the increased number of students from whom fraternity members might be chosen led to occasional new organizing. The trustees did not look with entire favor upon this increase. It was an enlarging of dormitory accommodations and it made more general a privilege that had been much restricted. But there were disadvantages to be reckoned with; and there was some marked advantage in preserving a large non-fraternity group in the student body. The trustees directed that no further intercollegiate fraternities or residence clubs be established without their express approval. Since 1913-14 an occasional request has received favorable action; in other instances requests have been disapproved. At just about this time also began an era of betterment in the housing of the fraternities, old and new. New houses were bought or old houses were enlarged or remodeled. An excellent group of houses has thus been formed, most of them on College Avenue, the others on the campus or near-by.

In 1913 Commencement, which had been held for some years in the evening, returned to a morning hour. Appointment in the evening was not proving satisfactory. Alumni could not be counted on for attendance in any large number. Even few trustees remained for the exercises. The conve-

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nience of friends and even the students themselves was not best served. On return to the morning hour and on change of place from the gymnasium to the Second Reformed Church, the attendance at the exercises at once revived; alumni and friends, filling the church, gave new spirit to the occasion. Academic costume, cap and gown and hood, for members of the faculty, and for trustees who cared for it, was coming into use and adding color and interest. The conferring of honorary degrees by formal presenting and with placing of the degree hood, with the presence of men of known distinction to receive degrees, was coming also year by year to increase the popular interest in the ceremonies. The length of the exercises was much reduced; the old program hours in length had gradually come down to program of an hour; instead of the fifteen or twenty speakers of the olden time there had come to be but two or three honor speakers from the graduating class. Commencement was also placed in the week preceding that in which it had been held for many years; it was appointed for the second Tuesday instead of the third Tuesday in June; Tuesday had already come in to take the place of the Wednesday of earlier time. Many students entered employment for the summer vacation, many of them in engineering work, and the earlier release from college was much to their advantage. The usual heat of mid-June also advised the earlier close of the college year. The apparent loss of a week from the year was almost fully avoided by slight shortening of the recess at Christmas and at Easter.

Midway in this period of the administration the college sustained an almost irreparable loss in the death of Irving S. Upson, treasurer, registrar, and wholly devoted servant of his Alma Mater. Having become treasurer in 1905, he

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had surrendered his office as librarian but had continued in office as registrar, and as secretary of the faculty. Enlisting assistants in the manifold work, he had come to give his time quite wholly to the now multiplied duties of the treasury. For some time he had not been well; but he would not stay from his office or reduce his day's toil; the service of the college was his life; and he died, without warning, at his desk in his office in the Queen's Building early on the morning of February 25, 1915, just as he had opened his books for the work of the day. He was just sixty years of age. The history of the college records no life more completely given to its service, no service more remarkable in important ways. He was so accurate, so diligent, so whole-souled in it all. Mr. Henry P. Schneeweiss, class of 1877, succeeded him as treasurer; and Mr. Luther H. Martin, class of 1909, succeeded him as registrar and as secretary of the faculty.

The latter part of the period was marked by the greatest celebration, the greatest public occasion, the college had ever known. The one hundred and fiftieth anniversary of the granting of the charter of Queen's College was observed with such largeness of program and such academic distinction that the occasion stands in the college annals as **The Celebration**. Preparations for it were begun in 1915 when Clarence Ward, Ph.D., associate professor of architecture, was made chairman of the committee of arrangements. He associated with himself, in chief committee, Professor Louis Bevier, Professor Ralph G. Wright, Professor Edmond W. Billetdoux, and Librarian George A. Osborn. Other professors accepted important assignments to service as time went on. The president and his assistant, Mr. Earl R. Silvers, were in constant conference. Professor Ward did an extra-

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ordinary work, being quite fully the creator as well as director of the entire plan, and of the pageant in particular. Others with him gave most devoted, persistent, and effectual service.

The celebration was early in October, 1916, delay until the exact day, November 10, being thought inadvisable. The formal anniversary observance was preceded by a day of educational program in Kirkpatrick Chapel, when addresses were made by Dr. P. P. Claxton, commissioner of education for the United States, Dr. Calvin N. Kendall, commissioner of education for New Jersey, and other distinguished educators representing other states and various universities. On Friday morning, October 13, the anniversary exercises were held at the old Dutch Reformed Church. The Honorable James F. Fielder, governor of New Jersey, presided and made an address. Addresses were made by Chevalier W. L. F. C. Van Rappard, envoy extraordinary and minister plenipotentiary from the Netherlands, and Dr. Ame Venema, president of Hope College. The historical address was given by Dr. Demarest, president of Rutgers. The academic procession of trustees, professors, public officials, and representatives from other institutions formed on the Queen's Campus and passed through the city to the church; and it returned to the campus. Luncheon was served at the gymnasium. In the afternoon the pageant was given at the College Farm, on the lawn near the pond: a prologue, *The Background of Learning*, six episodes, and an epilogue, *The Expansion of Learning*. The episodes were all historical, portraying chief events in the life of the college. The music was arranged and the notes as to it were compiled by Mr. Howard D. McKinney, class of 1913, the college's director of music. The historical notes of the program were prepared

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by Mr. William H. Benedict of New Brunswick. The people of the city united largely in this feature of the celebration as in all other features, and peculiar interest was given to it by the number of those participating who were of families connected with the college's origin and early history. The pageant as a whole, with its fine natural setting, its appropriate costumes, its happy choice of historical matter, and its admirable rendering by so many members and friends of the college, achieved outstanding and memorable place in the annals of pageantry. For this in particular, as for the entire anniversary occasion, Rutgers owes grateful tribute to Professor Ward, himself a graduate of Princeton. Later in the afternoon a reception was given by Mr. James Neilson, class of 1866, trustee, at his spacious home near-by, "Woodlawn." In the evening the anniversary dinner to delegates was given at the gymnasium, when speeches were made by President John Grier Hibben of Princeton University, President W. H. P. Faunce of Brown University, Commissioner of Education John H. Finley of New York, and Chevalier Van Rappard. At the same time class reunions were held.

On Saturday morning in Kirkpatrick Chapel came the recognition of delegates and the conferring of degrees. On this occasion, or at some time during the celebration, about two hundred delegates were present, representing one hundred and fifty colleges and universities and learned societies in this country and abroad. The president welcomed the delegates and read the names of the institutions. Addresses were made by President Nicholas Murray Butler of Columbia University, originally King's College, President Alexander Meiklejohn of Amherst College, President Edwin Erle Sparks of Pennsylvania State College, and Baron

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Chuzaburo Shiba of the Imperial University of Tokio. Honorary degrees were conferred: A.M. upon Henry Jane-way Hardenbergh and Austin Wakeman Scott; D.Sc. upon John Livingston Rutgers Morgan, Peter Cooper Hewitt, and Baron Shiba; L.H.D. upon Margaret Campbell Deland; D.D. upon Ame Vennema, Elisha Brooks Joyce, and David James Burrell; LL.D. upon Ernest Martin Hopkins, Virginia Crocheron Gildersleeve, Robert Elliott Speer, Edwin Robert Walker, Joseph Hodges Choate, and W. L. F. C. Van Rappard. Luncheon was again served at the gymnasium. In the afternoon came the alumni parade, forming on the Queen's Campus, marching through the city and to Neilson Field, and a football game between Washington and Lee University and Rutgers. Nine hundred alumni registered at the Alumni House; many more, no doubt, were in the city at some time during the celebration. A feature of the parade was the bearing of a football banner by ten survivors of the original team of twenty-five, the team that played with Princeton in 1869 the first intercollegiate football game. In the evening the alumni dinner was held at the gymnasium which was crowded to capacity, the classes overflowing into the new gymnasium room connecting. Haley Fiske, Esq., class of 1871, presided and spoke; speeches were also made by Professor Lane Cooper, class of 1896, Mr. Leonor F. Loree, class of 1877, Dr. William I. Chamberlain, class of 1882, and Philip M. Brett, Esq., class of 1892. Greetings from the city of New Brunswick were presented by W. Edwin Florance, Esq., class of 1885. A portrait of President Demarest, painted by Walter T. Smedley, was presented by the alumni, Dr. Louis Bevier making the presentation.

On Sunday morning, at a service in Kirkpatrick Chapel, the anniversary sermon was preached by the Reverend Dr.



Agricultural Building



Poultry Husbandry Building



Horticultural Building



Short Course Building

College Farm

THE
JOHN CRERAR
LIBRARY

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A. V. V. Raymond, sometime president of Union College. In the afternoon a musical thanksgiving service at the old Dutch Reformed Church brought the celebration to a close. This was a program of rare excellence rendered by a chorus of seventy-five of the best singers in college and city under the direction of Mr. Charles H. Hart. With this most fitting service the celebration ended, an occasion which had commanded the intense interest of college and city, their utmost contribution of talent and of hospitality, and the cordial recognition of the educational world. The Celebration Book, giving the story of the whole event, is the very careful and complete work of Professor J. Volney Lewis.

Some memorials attached with the celebration. A tablet to the memory of the men of Queen's who fought in the American Revolution was placed on the outer wall of the Queen's Building by the New Jersey Society of the Sons of the American Revolution. A large stained glass window was placed in the chancel of the chapel in memory of President Hardenbergh by Mr. Henry Janeway Hardenbergh. A tablet was placed in the chapel in memory of President Milledoler by Mr. Gerard Beekman, his grandson. A memorial tablet for Hendrick Fisher, first president of the Board of Trustees, was placed there by the Society of Colonial Wars. A tablet in honor of the graduates and students who served in the Civil War was placed there by the class of 1880.

A very important property change of the anniversary time was that in the chapel building itself. The erection had been for both chapel and library. The library now had its own building; and the fine arts department had, in part, taken its place. The chapel room was no longer large enough to accommodate the students. The anniversary exercises bade fair to demand a larger audience room. The time was ripe

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for a change. It was at once seen that the removing of the inner partitions, without any change of outer walls, would give not only the larger room but as well one much better proportioned. The estimated cost was \$10,000. Mr. William P. Hardenbergh, President Hardenbergh's great-great-grandson, made this very generous gift to the college. Mr. Henry Janeway Hardenbergh, his brother, architect of the building, was the architect of the renovation, giving his services as well as the chancel window. Between August 12 and October 12 the work was done by the devoted effort of very interested contractors. The chancel was built, the columns were architecturally adapted, the portraits were hung again. An organ of unusual excellence was installed a little later at cost of \$11,000., the gift of Mrs. William J. Wright of Boston in memory of her father, George Buckham, Esq., class of 1832. And the chapel had become the rarely beautiful and significant room which commands the pride of all Rutgers men and the praise of all who enter it. A minor change that at the moment gave satisfaction was the return of the Queen's Building to its white color of trim, after the forty years interval of brown, a change that newly emphasized the beauty and symmetry of that building. The Hamilton Street paving, with the removing of the telegraph and telephone poles there, was also a gratifying improvement.

It had been intended that the anniversary time should be occasion for an anniversary fund, a campaign for addition to the college's resources. The movement was started; it was recognized by two large gifts; it secured a substantial amount in smaller gifts; but before it was completed it was interrupted, to be succeeded a little later by a more organized and persistent campaign. One large gift was \$60,000. from

THE
JOHN CARRAR
LIBRARY



Mrs. Mabel S. Douglass

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the Reverend Dr. William Bancroft Hill and Mrs. Hill, to found the Hill professorship of the English Bible. Later they added \$15,000. to their foundation. Dr. Hill had been a trustee since 1912. The other large gift was from Mr. James B. Ford. With great consideration he allowed his gift to apply on obligations which the college had incurred through several years in acquiring property; and the college was given great relief in its sense of debt and in its payment of interest charges. Other gifts counted by the movement brought the total received at the time to about \$300,000. This new support greatly encouraged the forward spirit of the anniversary time. The total expense of the anniversary celebration was about \$14,000., all of which was borne by a generous friend of the college.

The number of students at the end of the period was quite different from that at the beginning. In 1911-12 there were 382 undergraduates. In 1917-18 there were 513, of whom 67 were absent in war service; graduate students, special and short course and summer session students brought the total registry of this year to 1165.

The third period of the administration, 1918-24, was notably marked at the start by the founding of the College for Women. For five years or more the proposal had been urged, especially by women of the state, and it had been delayed by the lack of grounds and buildings and of maintenance funds. There was general favor toward it on the part of all official bodies at all concerned. The question of location now received an answer. Two properties, adjacent to each other and affording an admirable site, became available. They were the sometime home of the late Professor Jacob Cooper and the sometime home of the late Mr. John N. Carpenter, class of 1866, trustee. They were near land

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of the college, the College Farm; they had considerable area about them; they were finely situated on the bluff overlooking the Raritan at the south end of the city. Mr. Drury W. Cooper, class of 1892, trustee, gave a generous part of the value, \$23,500., of his property; the remainder of its value was given by women interested in the project, chiefly of New Brunswick. The trustees allowed the purchase of the Carpenter property to be made by loan to the new department from their permanent funds, \$50,000. Members of the faculty of Rutgers offered to give for a year such time as they could to instruction without compensation. It was decided to begin the work in the fall, 1918. Mrs. Mabel S. Douglass was appointed dean. Mrs. Douglass was a graduate of Barnard College and she had been for several years chairman of the college committee of the federation of women's clubs. Her high standards as to academic work and life, her skill and her experience as a business executive, and her thorough knowledge of the New Jersey field gave assurance of her influence and success in the new enterprise. She took hold of the work at once, ably assisted by Mrs. Elisabeth N. Greene, registrar, and by the committee of trustees, by college officials, and by assistants called to her staff. The houses were adjusted to their new use, in part offices and class rooms, in part dormitories and dining room. A freshman class of fifty-four entered at the college opening. In the fourth year, in the first group of four classes, there was, in spite of losses, a student registry of 286. The growth created incessant emergency in property accommodation. Cooper Hall was repeatedly enlarged. Small buildings were erected or renovated to give temporary, though excellent, service. The federation of women's clubs of New Jersey erected at a cost of \$25,000. a small science building, Federation Hall,

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permanent and of excellent architecture. New dormitories were provided through the erection of houses by private capital and their lease to the college, and later by the erection of houses so financed that they will in time become the property of the trustees. The first class received degrees in 1922, forty-two graduates.

The state college, maintained by the trustees of Rutgers, and known by the misnomer, the agricultural college, had come to such varied work, undergraduate and graduate, regular and special courses, that the title, university, seemed appropriate for it. This had been brought to the attention of the Legislature and in 1917 by its act the state college had been designated also the State University of New Jersey. The college for women was organized as a department of this university organization and was given the name, the New Jersey College for Women. Its maintenance, lack of provision for which had been originally a chief obstacle to approval of it, was in generous part undertaken by the state. The work so plainly represented the state's interest and desire, that this at least partial support was natural as well as necessary. An appropriation of \$50,000. for maintenance was made the first year and the amount was increased each year thereafter.

Coincident with the start of the women's college was other event or series of events than which none more momentous marks the history of Rutgers. It was the new and engrossing war-time experience. The start of the World War in 1914 had stirred a national zeal for preparedness; Rutgers had felt the stir, had known somewhat of the new military training, and had given some men to the active service. Now, 1917, the United States had entered the war. Men, almost two hundred, had left before the close of the college

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year to enter some branch of the service. The year 1917-18 had seen college attendance substantially reduced. In the summer, 1918, the Students Army Training Corps for colleges and universities was planned by the War Department, advising with the presidents of the institutions. With the opening of the college year the S. A. T. C. went into effect at Rutgers. From 1915 to 1917 the military training had known a stiffening process under Lieutenant Shelby C. Leasure, U. S. A.; many men had been made more ready for effective military service. Major John Bigelow had succeeded him for brief time. Now Lieutenant James C. Torpey came to be in command. The camp at Plattsburgh had been training college men during the summer to be instructors in the newly organized system. Men from Rutgers thus trained, given lieutenants' commissions, were sent to other colleges or universities to be associated with experienced army officers in the staff of instruction. To Rutgers were sent men from other institutions, likewise trained and commissioned, four from Princeton, others from Harvard and elsewhere. Lieutenant Torpey, and his associates as well, proved equal to the given task. The purpose was to train the picked men whom the colleges provided for officers' positions, to be ready in few months time, some of them at once, to take their places in command of companies ordered into the fight across the sea. The S. A. T. C. was a new order of college life. The men were put in the dormitories and fraternity houses in barracks fashion. Military regulations maintained. Instruction in military procedure and active military training had the right of way in the day's program. Studies were somewhat readjusted into the scheme of training, but the usual curriculum was after all largely sustained. At a formal ceremony, instituting the S. A. T. C., October 1, 1918, the students, about

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four hundred, were sworn in as soldiers of the United States. This form of college life and work was not of long duration. The armistice was signed November 11; the S. A. T. C. was soon disbanded; the student soldiers were discharged December 14. The plan had been a pronounced success so far as military preparedness was concerned. The corps at Rutgers was well trained and was well ready for service when the period was over. The new strange order of college program was maintained with least possible discomfort to the academic administration, and with substantial maintenance of academic work. It did, however, somewhat disarrange usual order of studies and did somewhat disturb ordinary interest in studies. For a year or two the college felt some not altogether good effect, and longer time elapsed before all men concerned were returned to normal attaining of their credits for degree. Undergraduates who were actually absent in the service received a half year's credit toward degree on returning to resume their studies. Some, however, did not return. The brief period of the military order, the fall of 1918, was marked by the epidemic influenza which visited all the colleges and universities, the most serious and widespread sickness the student body of America had ever known. At some institutions the number of the sick was very great and there were many deaths. At Rutgers about seventy-five were ill, not all at the same time; a club house was turned into an infirmary; only one student died there; three others died at their homes.

In addition to the four hundred in the S. A. T. C., Rutgers men to the number of about eight hundred, graduates and sometime students and undergraduates, were in one branch of the service or another. College men were especially desired as officers and a very large proportion of the men from

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Rutgers received commissions. The record made was highly honorable. Special distinction came to not a few. Twenty-three were killed or died from wounds or illness in the war. A tablet in memory of these who made the last great sacrifice, and bearing their names, was placed on the wall of the chapel by the class of 1919. A tablet in honor of all who served, telling the number in each branch of the service, was placed on the wall of the chapel by the class of 1920. Exact and full story of Rutgers in the great World War has been recorded and will appear in a worthy volume of its own. At Commencement, 1919, there was a war reunion, when Rutgers men, assembled by classes, filled the gymnasium at a dinner to celebrate the playing by Rutgers of its part in the World War, as it had played its part in the Civil War, and its part, patriotic at its very birth, in the Revolutionary War.

With such series of events as this in this period of the administration, the time was not without its continuance of the college's steady advancement in academic affairs. The requirements for entrance were made a little more flexible, more alternatives in offered subjects and credits being allowed. The intelligence test for freshmen was introduced. The Bachelor of Arts degree, after the nearly century and a half of granting only for course including both Latin and Greek, a custom before this time abandoned by almost all leading colleges and universities, was made available to students who included only one of the classical languages in their course as well as to those who studied them both. The department of education was constantly extending and strengthening its usefulness, serving in special and important ways the whole school system of the state. The department of biology, following upon the advance of other de-

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partments, entered into decided strength and very forward place with the coming of Dr. Arthur Russell Moore in physiology and Dr. William J. Crozier in zoology. The departments of agriculture and engineering came to the more formal dignity of a college of agriculture and a college of engineering. Economics, with courses in business and finance, gained new recognition. Courses in music were introduced, in charge of the director of music, Howard D. McKinney, Litt.B., who also developed at once and continually the place and quality of music in the chapel services and in the program of college events. A very important step in advance was the appointment of a college physician, T. Alan Devan, M.D., class of 1906, whose work included, beside the physical examination and health care of the students, the courses in hygiene, and concern for all the college's sanitation. The resignation in 1917 of Dr. Francis Cuyler Van Dyck, professor of physics, was a much felt loss from the teaching staff, from the active faculty circle; for fifty years he had served as teacher of science, entrenched in the respect and affection of all; he was declared emeritus. But the department of physics was fortunate in receiving as its head, Dr. Otis A. Gage, and, on his retiring after three years, Dr. George Winchester. The passing of the Smith-Hughes act by the United States Congress in 1917 committed to the college through the Board of Education of New Jersey a certain work of vocational training, the training of teachers of agriculture and teachers of home economics, the latter being carried out, of course, in the College for Women.

The chief property advancements of the time were at the College Farm, and there they were constant. The Agricultural Building, newly erected, was followed by other instruction and research buildings, by the Horticultural Building,

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for which the state appropriated \$75,000. in 1919, and by the Poultry Husbandry Building, for which appropriation of \$85,000. was made in 1921. In 1922 appropriation of \$150,000. was made for a Dairy Husbandry Building. Small buildings for various purposes were also erected. Nor was the campus at the other end of the town without its advancements. A handsome stone porch, east entrance of Geological Hall, was built in honor of Professor Van Dyck. By the generosity again of Mr. James B. Ford a small house, at the time yet standing at the center of the Neilson Campus, was purchased with its land and was moved away, the land then merged into the campus. A new Ceramics Building was erected on this campus on the George Street front, the state in 1920 appropriating \$100,000. for it, as especially a state enterprise, and friends in the ceramic industry contributing \$35,000. more toward its cost. The repaving of Seminary Place was also a notable improvement.

The library was still receiving, in addition to usual gifts and purchases, valuable private libraries. The period was marked by the addition of the general library of the late Professor Charles E. Hart, of the scientific library of the late Professor Byron D. Halsted, and of much Hardenbergh family material from the library of the late Mr. Henry Janeway Hardenbergh. The Reverend Charles J. K. Jones, class of 1870, gave almost all his especially valuable library of about 5000 volumes and, at his death soon after, the balance of his library followed. Mr. L. F. Loree gave a finely selected library to the department of history.

The endowment of the college received substantial addition through bequests maturing during the period: \$100,000. from Mrs. Margaret Olivia Sage; \$42,000. from Miss Anna M. Sandham; \$20,000. from Mr. Henry Janeway Harden-

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bergh; \$10,000. from Mr. Robert H. Robertson, class of 1869; \$5000. from Mrs. Edward Judson; \$5000. from Mr. A. A. Raven; \$5000. from Miss Sarah B. Reynolds; \$15,000. from Mrs. Egbert Le Fevre.

The maintenance of the college was a difficult financial problem. The constant increase in the number of students compelled constantly increased staff and facilities of instruction. The increased cost of living urged substantial increase of salaries of professors. Finally the salaries in general were increased about thirty per cent. The tuition charge, never commensurate with the cost of instruction and always with more students leaving the problem greater rather than less, was again and once again increased. The annual tuition was raised from \$100. to \$150. in 1919-20 and from \$150. to \$200. in 1920-21; in the latter year the general fee was increased from \$40. to \$50., course fees remaining \$15. each or a maximum of \$30. Deficit in any year, perhaps \$10,000., was met by the generous gifts of trustees, graduates, and friends. In 1920-21 the General Education Board gave \$10,000. and the year showed no deficit. A Loyalty Fund was started at this time, also, under alumni auspices, to sustain alumni activities, including the alumni publication, any receipts beyond the alumni budget to be available for the college itself. About \$10,000. is the annual amount of this fund at the present time. The alumni council, now formed, had come to maintain an alumni office with executive secretary, and to this office Mr. William P. Garrison, class of 1910, had succeeded, holding at the same time the office of graduate manager of athletics. Other special alumni activity of the time was the forming of a down-town luncheon club in New York City by a large body of the younger graduates.

The great financial activity of the time, the greatest finan-

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cial undertaking in the history of the college, came early in the period, the campaign for a million dollar fund, to be used for endowment or for property. Mr. August Heckscher of New York, and of Huntington, Long Island, had become interested in Rutgers and he offered for college endowment \$100,000. The suggestion was made to him that possibly others, thus encouraged, would raise an additional \$400,000. He at once offered to make his gift \$200,000. if \$1,000,000. in all were raised. The General Education Board also offered \$100,000. The campaign started in 1919. The president of the college was made chairman of the general committee. Local committees were formed in various centers of Rutgers graduates and friends. A committee was formed in New Brunswick with Mr. Henry G. Parker, president of the National Bank, as chairman; the citizens of the town united cordially with the college people in their effort, and nearly \$200,000. in cash and property was subscribed. A committee was formed in New York City with Robert Hude Neilson, Esq., class of 1903, as chairman; a professional campaign manager was secured; and nearly \$500,000. in addition to Mr. Heckscher's \$200,000. was subscribed. The full \$1,000,000. was finally assured. The privilege of payment through a period of five years was given those subscribers who wished it. Among the gifts for special purpose, and the larger in amount, was one of \$25,000. from Mr. John Borg of Hackensack as a scholarship foundation for selected students from the high school of his special interest. Another was \$20,000. from Frank Bergen, Esq., of Bernardsville, a foundation whose present very useful purpose is to provide preachers for the Sunday chapel service. Among the gifts also was valuable land from Mr. Neilson, completing the College Avenue front of the Neilson Campus, and the Neil-

THE
JOHN CRERAB
LIBRARY



College Hall—College for Women



Cooper Hall—College for Women

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son Athletic Field, only the use of which had up to this time been given the college. The estimated value of these properties was \$50,000. By Mr. Neilson's request, however, this gift was credited to the College for Women, the transaction being put in this form by a cancelling of the obligation of \$50,000. for the purchase of College Hall, the Carpenter house and land. Other purchase by the million dollar fund was land with houses upon it on College Avenue at Hamilton Street, opposite the Queen's Campus, at cost of \$33,000. The fund also paid obligations amounting to \$52,000. incurred in the erection of the Chemistry Building and the acquiring of other property some years before; it also accomplished property improvements at cost of about \$25,000. The property value from the fund was thus about \$160,000. The remainder was for endowment.

The endowment campaign, so widely shared in and so successful, revealed anew the loyalty of the college's varied constituency, the manifold sources from which the college was drawing support and upon which it could always depend. The changed circumstance of the modern time touching denominational relation, realized by all the early colleges in the east, suggested the possible wisdom of removing the requirement that the president of the college must be a member of the Reformed Church in America. This was the only definite denominational requirement in the very liberal charter upon which the college had always stood. A president had already in the past been chosen from other denomination who had at once cordially made the new necessary connection. It was likely enough that future presidents would still be chosen from that church or come into connection with it. There was no prejudice against that. And the college would forever have its tradition of the Dutch Church

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origin and its life so strongly representative of and supported by that people of educational ideals in every generation. But the mere fact of the requirement seemed inapt in the educational order of the day. Therefore, in 1920, without changing the form of the charter, supplemental action was taken, annulling this requirement and anything elsewhere in the charter which might be interpreted as sectarian, in order that the college might be fully in law, as it had so long been in fact, non-sectarian.

In 1921 Dr. Louis Bevier, professor of Greek, asked that he might be relieved from duty as dean of the college which was laid upon him in 1912. His resignation was accepted, and two offices were created to divide the work which one man had carried. Dr. Walter T. Marvin, professor of philosophy, was appointed dean of the faculty, to have in charge matters of academic concern; and a professor was appointed to be dean of students, to have in charge matters of student conduct, in 1921 Professor David Fales, in 1922 Professor J. Volney Lewis, in 1923 Professor Harry N. Lendall. In 1922 Dr. A. A. Titsworth asked that he might be relieved from duty as dean of engineering. His resignation was accepted; Edward H. Rockwell, C.E., graduate of Worcester, was called from Tufts College to succeed him; and Dr. Titsworth continued as professor in the department of mathematics.

In the summer of 1922 the college suffered loss from its teaching staff than which none other could have been more keenly felt. Dr. Austin Scott, professor of political science, and sometime president, died at his summer home, Granville Centre, Massachusetts, on the fifteenth of August, at the age of seventy-five years. His remarkable gift as a teacher and personal influence in the class room were active and

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fruitful to the last. For forty years he had given his life with full devotion to Rutgers. During the last year of his life, with health somewhat impaired and not unaware that his work might end at any moment, he missed no day or class in his program at the college. Spirited, faithful, effectual, he wrought until the year's end. His death was sudden. Service was held in the little village in the Massachusetts hills, in the village church and cemetery. The president and dean of the college were there, and the trustees were represented, giving expression to the esteem and gratitude of the college which he had adopted as his own and served so loyally. A memorial service was held later at New Brunswick in the college chapel.

In the same summer, only three weeks before, the secretary of the Board of Trustees, Dr. John Preston Searle, trustee since 1898 and secretary since 1906, passed away, at the age of sixty-eight, a loyal graduate, a devoted friend of its high ideals and forward policies. The Reverend John H. Raven, D.D., class of 1891, trustee since 1914, was appointed secretary of the board.

The year 1923 is marked by much activity in property affairs. At the College Farm the Dairy Husbandry Building, for administration and instruction, has been well advanced. The state has made appropriation of \$250,000. for a lecture and laboratory building at the College for Women and that too is well under way; a site for it, extending the campus, has been purchased by the united gift of several friends; the campus has been finely enlarged by gift of land, along the river, many acres, from Mr. James Neilson; and an athletic field has been made at cost of about \$50,000., the gift of Mr. Leonor F. Loree. A gift of \$150,000. for the enlarging and improving of the Ralph Voorhees Library at

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Rutgers has been received; the work will soon be begun; and the best of facilities for the library's great work will be provided. Just at the year's end another gift of \$150,000. has been received also for a building, for the erection of a dormitory to be called the John Rogers Hegeman Hall, a gift from the estate of Mr. Hegeman. This building also will be begun in the spring. At the year's end also a fund of \$52,000. was completed, the gift of many donors for the full payment of all existing college obligations.

In the same year the college became the place of a new and important work assigned to its campus and buildings by the Department of the Interior at Washington. Congress having authorized new locations for the work of the Bureau of Mines, Rutgers was chosen as the institution to receive the new branch station of the bureau for this part of the country, a station to give itself to research in the field of the non-metallic minerals. The staff of the station, while not a part of the college staff of instruction or research, is related, advisory and cooperating.

In 1923-24 the number of students in the entering class at Rutgers and in the total undergraduate registry is a little less than in the preceding year, the college having made the certificate privilege more limited and personal credentials more exacting. During this third six-year period the progress of total registry in all branches of the college work had continued. The faculty had now come to number 41 professors, 24 associate professors, and 22 assistant professors, beside 55 instructors and assistants. The students had now come to number: undergraduates, men, 734; college for women 419; graduate students 43; special students 9; short courses 117; summer session 830; extension courses 325; total 2477.

The growth of the college in staff of instruction and stu-

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dent attendance, in organization of departments and scope of work, and in opportunity of educational science had brought under recurring consideration the question of change of name from Rutgers College to Rutgers University, and it now appeared that the change might actually be made in the year 1924.

On the first day of January 1924, Mr. Frederick Frelinghuysen, graduate and trustee, passed away, the college thus being deprived of an officer foremost in its counsels by reason of great length of service, unusual force of mind and character, and unfailing devotion to the work of which he was a steward. Each generation of his family from the coming of Theodorus Jacobus Frelinghuysen to this country in 1719 had been notable in the annals of the college. His great-grandfather, bearing the same name as his, as first tutor, had brought the first class of Queen's College, one man, to graduation just one hundred and fifty years before, 1774.

On January 11, 1924, the resignation of President Demarest, presented three months before, was accepted by the trustees to take effect at the end of the college year in June. After nineteen years of service including the initial year as acting president, he asked to be relieved from the responsibilities and duties of the office.

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